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UNIVERSITY OF ALBERTA

AN EVALUATION STUDY OF SCHOOL COUNSELLORS' PERCEPTIONS OF THEIR EFFECTIVENESS

by

RHONDA V. GORA

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION

IN

COUNSELLING PSYCHOLOGY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

SPRING, 1990

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THE UNDERSIGNED CERTIFY THAT THEY HAVE READ, AND RECOMMEND TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH FOR ACCEPTANCE, A THESIS ENTITLED AN EVALUATION STUDY OF SCHOOL COUNSELLORS' PERCEPTIONS OF THEIR EFFECTIVENESS, SUBMITTED BY RHONDA GORA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN COUNSELLING PSYCHOLOGY.

Dr. Don Sawatzky

Dr. William Hague

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Date: March 9, 1990

ABSTRACT

Considerable research has been undertaken on the effectiveness of school counsellors, but there has been little research conducted that has looked at the perceptions of counsellors regarding their effectiveness. This study was part of a larger study which was conducted by the Edmonton Catholic School District to evaluate counselling services within their jurisdiction. The purposes of this study were to: (a) determine to what extent counsellors perceived themselves as being competent in their roles, and (b) ascertain those factors perceived by counselling staff to have an impact on their effectiveness.

This was an exploratory, descriptive study designed to involve counselling staff in an evaluative role. The sample consisted of the entire population of counselling staff within the Edmonton Catholic School District. This population included: 30 school counsellors, 4 school psychologists, and 4 behavior management resource counsellors from the Edmonton Catholic School District. The primary data gathering technique was semi-structured interviews utilizing the Critical Incident Technique. Counselling staff were asked to identify incidents in which they felt they made a significant impact in their roles, as well as incidents in which they felt they had little impact in their roles. In addition, counselling staff were asked to complete two questionnaires that served as secondary

sources of data for this study. Data from the interviews and written responses were analyzed according to thematic content. Data from the questionnaires were analyzed to obtain descriptive statistics.

Findings from interviews and questionnaires indicated that counselling staff perceived themselves as effectively performing many of the functions that comprise their major roles of counselling, consulting, and co-ordinating. Interview data included 70 incidents for which counselling staff perceived having had an impact and 55 incidents for which staff perceived having had little impact.

Questionnaire data indicated that staff perceived counselling services as being effective and available to students, but that they also felt that a number of students were not being adequately serviced. Counselling staff also perceived a number of barriers to their effectiveness, including lack of sufficient counselling time, high student counsellor ratios, and lack of training in certain areas. Counselling staff indicated several areas in which improvements could be made to increase their effectiveness. This study points out the necessity for counselling staff, administrators, and counsellor educators to work co-operatively together in order to maximize counsellor effectiveness.

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CHAPTER ONE

INTRODUCTION

Counselling within the schools has undergone a number of modifications in recent years due to changing educational priorities, increasingly diverse student populations, and advancing educational technology. These changes have in turn affected the roles and functions of school counsellors and school psychologists. The above trends, along with cutbacks in educational funding have increased the need for evaluating the effectiveness of counselling within the schools.

This study is part of a larger study which was conducted by the administration of the Department of Student Services of the Edmonton Catholic School District to evaluate the counselling services within their jurisdiction, and to determine directions for the future. Purposes for the larger study were: (a) to address the extent to which the organization of counselling services reflected the best utilization of staff; (b) to determine the training, skills, and experience of counselling staff and the relationship of these factors to effectiveness in their roles; and (c) to address the issue of staff development. A Review Committee was established to carry out the review tasks which included: (a) collection of data from stakeholder groups,

namely, administrators, parents, teachers, students, and counselling staff; and (b) reporting of the findings.

The study described within this document was restricted to the collection of data from one of the stakeholder groups, namely, counselling staff employed by the Edmonton Catholic School District. This study emphasizes a qualitative perspective which assumes that the effectiveness of the counselling program depends heavily upon the perceptions of the counselling staff.

The majority of evaluation studies done in the area of school counselling to date have been quantitative studies. In recent years researchers have recognized limitations of quantitative data with respect to evaluating counselling programs, and have pointed out that richness and depth can be added to studies by uncovering the subjective meanings of events to individuals (Neimeyer & Resnikoff, 1982; Woolsey, 1986). In addition researchers have encouraged the participation of counselling staff in the evaluation process, arguing that staff involvement in the evaluation process increases the potential for: (a) articulating the purposes and effectiveness of school counselling services to others, and (b) improving the viability of the counselling profession (Fairchild, 1986; Murray, Levitov, Castenell & Joubert, 1987).

In searching the literature in the area of school counselling there are very few studies that have utilized

qualitative evaluation methods or that have involved counsellors themselves in an evaluative role. Studies that do exist have generally been small research projects carried out within specific institutions. Studies that have reported the perceptions of counselling staff have concentrated largely on perceptions of role and function rather than on perceptions of effectiveness in these roles.

This study was intended to directly involve counselling staff in the evaluation process through the use of interviews and questionnaires designed to determine how counselling staff themselves perceive their effectiveness.

Need for the Study

The reasons for this study were: (a) to provide information to assist administrators in determining future directions for counselling services, (b) to contribute to theoretical knowledge about what constitutes and contributes to effectiveness in a counselling role based on counsellor-generated insights, and (c) to address the current lack of research literature using counsellors themselves in an evaluative role.

Purpose of the Study

The major objective of this study was to explore the

perceptions of school counselling staff regarding their effectiveness. The study was intended to: (a) determine to what extent staff perceived themselves as being competent in their roles, and (b) ascertain those factors perceived by counselling staff to have an impact on their effectiveness. It was assumed that counselling staff would have much to contribute to this area from their daily experience and expertise. It was hoped that the insights gained from those who participated in the study would provide a unique perspective that is currently lacking in the literature regarding factors that are related to effectiveness in a counselling role, as viewed from staff involved in the counselling process.

Research Questions

Based on the purpose of the study, the following research questions were pursued:

1. In what areas do counselling staff perceive themselves as being most effective?
2. From the perspectives of counselling staff, what are the factors that contribute to their effectiveness?
3. What are the areas in which counselling staff perceive themselves as being least effective?
4. From the perspectives of counselling staff, what prevents them from having an impact?

5. How satisfied are counselling staff with the implementation of their various roles and functions?

6. What insights can be provided by counselling staff about the characteristics necessary for effectiveness in a counselling role?

7. What suggestions can be provided by counselling staff about actions that could be taken by themselves or by others to enhance their effectiveness?

Organization of the Thesis

The thesis is organized into five chapters. The first chapter provides an introduction to the study, and presents the need for the study, the purpose of the study, and the research questions to be addressed. The second chapter consists of a review of the relevant literature. This chapter includes an overview of guidance and counselling in the schools, a review of literature on the role and function of the school counsellor, and a review of literature related to effectiveness of school counsellors. The third chapter presents the methodology used for the study. The findings from the interviews and questionnaires are summarized in chapter four. Chapter five presents the conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

The major source of information utilized for the literature review was American literature due to its availability. Canadian literature was utilized where available. Literature reviewed was limited to that which has been done during the last twelve years. Much of the literature in the area of school counselling consists of discussion literature. Therefore, discussion literature was reviewed along with research studies that have been done in the topic areas presented. Research is more prevalent in the area of elementary school counselling than in the areas of junior high or high school counselling. Therefore there is a greater focus in this literature review on elementary school counselling than on the other levels.

The literature review is divided into four sections:

1. The first section provides an overview of guidance and counselling in the schools with an emphasis on issues relevant to this study.

2. The second section includes a review of the discussion literature on the role and function of the school counsellor, followed by a review of studies that have looked at the role and function of the school counsellor from the point of view of the counsellor.

3. The third section consists of a review of literature on the evaluation of effectiveness of school counsellors and school guidance and counselling services. The first part of this section includes a review of discussion literature that has looked at the factors that contribute to individual counsellor effectiveness and effective counselling relationships. The second part includes a review of research studies that have evaluated the effectiveness of school guidance and counselling services. This part includes studies that have evaluated programs according to specific interventions, and according to perceptions of services provided. Studies reviewed in this section are limited to those that involved individual or small group counselling as one of the interventions. Studies that involved strictly classroom guidance or consulting activities were not included. The third part of this section looks at other factors that are related to the effectiveness of school counselling services.

4. The fourth section consists of a summary of the literature reviewed.

Overview of Guidance and Counselling

Historical Development

Guidance programs were initiated in schools in the United States in the early twentieth century. Guidance began in the secondary schools for the purpose of providing

educational and vocational information to students. Initially, counselling was used only as an adjunct process to guidance, in order to help students to choose jobs and plan further education. During the 1930's counselling emerged as a psychological process, and since that time both the definitional scope of guidance and the process of counselling have broadened considerably (Aubrey, 1982). According to Herr (1982) the major imperative of guidance and counselling has always been to help individuals to develop to their full potential by assisting them to identify and effectively manage the educational, occupational and personal/social options available to them.

The evolvement of Canadian guidance programs has closely paralleled that in the United States (Herman 1981; Robertson & Paterson, 1983). In both countries guidance programs are currently viewed as comprising an integral part of the educational process. Altman and Herman (1982) conducted a literature review of elementary guidance in the United States and Canada, and concluded that most secondary schools in Canada have resident counsellors, while many elementary schools still do not. Since school guidance and counselling programs are under the jurisdiction of each province, philosophies and implementation of programs vary between provinces, thus resulting in a diversity of interpretations about the specific purposes and goals of guidance and counselling within the schools.

Guidance, Counselling and Psychotherapy

The terms guidance and counselling have often been used interchangeably, both in the literature and by educational practitioners. There has also been confusion in the literature regarding the differences between counselling and psychotherapy (Belkin, 1981; Myrick, 1987). Although guidance, counselling, and psychotherapy overlap in a number of ways, the terms have been differentiated by researchers.

The focus of guidance has shifted throughout history, but its meaning has retained some basic elements. Aubrey (1979) defines guidance as: "a comprehensive system of functions, services, and programs in schools designed to affect the personal development and psychological competencies of students" (p. 150). Guidance has also been defined as: "the process of helping individuals to understand themselves and their world" (Shertzer & Stone, 1981, p. 40). Myrick (1987) further points out that guidance refers to a broad range of services which can be provided by school counsellors, teachers or other support personnel. From this point of view, effective guidance programs require team work and co-operation from all school personnel in order to ensure implementation. In Alberta, guidance is viewed as an instructional process with specific content that is group oriented in approach (Alberta Education, 1984). Guidance activities in Alberta schools are intended to provide learning in the specific areas of

self-understanding, relating to others, educational and career planning, decision making skills and goal-setting.

The term counselling has been defined similarly by a number of authors. Aubrey (1979) refers to counselling as: "a method or technique applied to individuals or groups to enhance their personal development and psychological competencies" (p. 150). He views counselling as one of the functions provided under the overall umbrella framework of guidance services. Herman (1981) refers to counselling as a process in which the client is helped by the counsellor to express concerns for the purpose of clarifying, understanding and resolving conflicts. Myrick (1987) refers to counselling as a special type of helping process provided by a professionally trained counsellor, with the focus being on the personal meaning of events and experiences. Counselling in a school setting may be individual or group oriented in approach and involves the establishment of a relationship between the counsellor and the student. In Alberta schools the purpose of counselling is to assist students with specific personal/social difficulties or particular educational or career issues (Alberta Education, 1984).

Some authors have differentiated between counselling and psychotherapy, according to such factors as degree of seriousness of concern, degree of psychopathology, and intensity and length of treatment (Belkin, 1981; Herman,

1981). Myrick (1987) views school counselling as being suitable for students within a normal range of functioning. From this point of view, the focus of school counselling is on helping students to deal with current problems, life situations and transitions, and therefore is intended to be shorter in duration than psychotherapy which is aimed more at exploration of deep-rooted sources of conflict or long-standing psychological problems. According to Herr (1982) guidance and counselling is more concerned with acquiring skills or resolving conflicts associated with choice making, whereas psychotherapy is more concerned with fundamental personality change. Belkin (1981) points out that there is a fine line between counselling and psychotherapy since many of the goals are similar and the same interventions may be utilized. He argues that school counsellors are often involved in doing psychotherapy since many of the students who attend regular schools have serious personal problems. Myrick (1987) differentiates more clearly between the two processes. He views school counselling as being based on brief counselling theory with six to eight sessions being adequate for intervention.

Approaches to Guidance and Counselling

Over the last two decades there has been discussion in the literature regarding various approaches to guidance and counselling. Researchers have debated about the different

models with regards to how the direction of the guidance program is influenced by the model chosen as well as how time and resources are allocated by the model chosen. The three major approaches to guidance and counselling discussed in the literature include developmental, preventative, and remedial/crisis approaches. The focus of developmental approach is on helping the individual student to know and understand and accept himself (Muro & Miller, 1983). This approach focuses on helping all students throughout the developmental stages of growth with concerns related to vocational, educational and personal/social experiences. In contrast to the developmental approach, a remedial/crisis focus is treatment or problem-oriented. Myrick (1987) views crisis intervention as a reaction to critical situations in which the welfare of the student or the welfare of others is threatened. The preventative approach is aimed at preventing problems from occurring; specific issues are addressed in order to prevent the development of future problems.

The developmental approach to counselling is supported by the American School Counsellors Association (ASCA) (American School Counsellors Association Governing Board, 1981). The Canadian Guidance and Counselling Association (CGCA) has put forth the position that a preventative or developmental focus is preferable to a focus which is crisis oriented (Canadian Guidance and Counselling Association,

1982).

Following their literature review on elementary guidance in Canada, Herman and Altman (1982) concluded that most guidance services in Canadian elementary schools deal mainly with crisis cases. These authors are of the opinion that due to the popularity of the "abnormality-cure" paradigm in Canada, there is a reluctance on the part of counsellors to implement a developmental focus.

Critics of the developmental model (Hohenshil, 1981; Kornick, 1984) argue that the developmental focus is not realistic, given the high student counsellor ratios that currently exist and the increasing demand for remedial intervention in recent years. These authors have also argued that placing emphasis on developmental issues prevents counsellors from being adequately trained to deal with crisis situations. Those who advocate a developmental focus argue that a focus on crisis counselling results in inefficient use of counsellor time, a high risk of counsellor burnout, and failure to address underlying issues that could prevent future problems from occurring (Muro & Miller, 1983; Myrick, 1987). Other researchers have pointed out that approaches to guidance and counselling are not mutually exclusive; these authors point out the importance of maintaining a balance between the various approaches (Hargens & Gysbers, 1984; Schmidt, 1984; Shertzer & Stone, 1981). A balanced approach allows for emphasis on immediate

and crisis needs of students while the dominant focus is on helping students to develop their existing competencies and develop new ones through developmental guidance and counselling experiences.

The lack of clear definition and standards for guidance and counselling services and the debate over whether counsellor activities should be more developmental than remedial have contributed to confusion about what the actual roles and functions of school counselling staff should be. This lack of clarity has often resulted in the expectation that counselling staff must be "all things to all people" among both staff members and the groups they service.

The next section focuses on the roles and functions of school counselling staff.

The Roles and Functions of School Counselling Staff

The roles and functions of school counselling staff have been discussed in the literature for three decades. Despite numerous articles on this subject, there is still confusion and disagreement about what the appropriate roles and functions of school counselling staff are, as well as what their priorities should be. Adding to this confusion is the fact that societal changes over the last decade such as increased needs for career education, changing roles of

men and women, changing dynamics of family units, and increased use of chemical substances among students have resulted in difficult decisions and increased conflicts for students and consequently re-definition of the roles and functions of both school counsellors and school psychologists.

Much of the literature on counsellor role and function does not clearly differentiate between the terms "role" and "function". Shertzer and Stone (1981) define role as: "a set of complementary expectations that result in behavior" (p. 147). Myrick (1987) defines role as: "the part that one plays in a given situation," and he further defines function as: "the way in which the worker carries out the part" (p. 93). Function in this definition refers to various behaviors or tasks performed within a larger role.

The School Counsellor

Review of Discussion Literature

The roles and functions of school counsellors have been closely scrutinized in recent years due to increasing demands for accountability and decreased funding for counselling programs. According to Hutchinson, Barrick, and Groves (1986) the roles of school counsellors were originally defined in the United States in 1966 by the American School Counsellor Association (ASCA) and the Association for Counsellor Education and Supervision (ACES).

The generic roles of counselling, consulting, and co-ordinating as defined within the original role statement have remained constant over the years, although there has been some debate in the literature about which role should take precedence.

A number of authors are in agreement that the role of counselling students in individual, small group or class sessions should constitute the major duty of school counsellors (Boy & Pine, 1980; Herman, 1981; Hummel & Humes, 1984).

In recent years other researchers have argued that counsellors can increase the efficiency and effectiveness of their services providing increased consulting services to teachers, parents, administrators or other support staff (Bundy & Poppen, 1986; Umansky & Holloway, 1984). These researchers are of the opinion that sharing of information and ideas by the counsellor with other individuals results in greater joint efforts as well as greater commitment from staff to participate in helping students. Those authors who advocate increased time spent in a consultation role cite a number of advantages, including: a decrease in the cost per service ratio, facilitating the resolving of issues, strengthening the efficiency and impact of interventions, creating a foundation to prevent further difficulties, and communication of student progress (Bundy & Poppen, 1986; Kameen, Robinson & Rotter, 1985; Umansky & Holloway, 1984).

Despite support in the literature for counsellors to spend more time in a consulting role, they have been reluctant to follow through with this role in practice. Umansky and Holloway (1984) indicate that reasons for this hesitance on the part of the counsellor are due to confusion about what consultation actually is, weaknesses in current models of consultation and lack of training in the consultant role.

The role of co-ordination is viewed as that of relating all efforts for helping the student into a meaningful pattern. Co-ordination efforts by the counsellor require a number of skills including managerial, interpersonal, decision-making, team-building, program planning, and evaluation skills. Although the role of co-ordination has received little attention in the literature, it continues to be recognized as a viable activity for school counsellors. Kameen et al. (1985) point out that without sufficient co-ordination skills, the counsellor becomes ineffective in implementing the guidance program, and counselling and consulting services are likely to become concentrated on remedial services or crisis intervention.

Beyond the generic roles performed by school counsellors, they are also viewed as having specialized expertise unique to their profession. The counsellor is viewed as a human behavior and relationship specialist within the school who is more capable than anyone else of performing certain services. Some of these include:

appraising students, having a knowledge of psychological instruments, supplying occupational and educational information, making referrals, and doing individual counselling (Belkin, 1981). Because of their contact with school staff, counsellors are also viewed as having the potential to create a positive, supportive atmosphere within the school environment (Edgemon, Remley & Snoddy, 1985).

Although elementary-junior high and high school students are at different developmental stages and therefore have different educational, personal and career needs and concerns, the basic roles and core services provided by school counsellors remain similar throughout the grades (Myrick, 1987; Schmidt, 1984). Emphasis of the program and specific functions will change with different levels of development. Riggs (1979) suggests that at an elementary level the major focus of school counselling is on personal concerns or adjustment problems, while at the secondary level the emphasis is on information giving and vocational and academic concerns.

Despite the documented roles and functions for school counsellors, numerous researchers have stated that the actual practice of school guidance and counselling differs substantially from what has been defined in writing (Day & Sparacio, 1980; Ibrahim, Helms & Thompson, 1983; Schmidt, 1984). It has been charged, for example that counsellors spend much of their time performing administrative duties

and clerical tasks, at the expense of other duties. In addition, job functions may vary from one school to another and are often dependent upon different circumstances and expectations. The Canadian School Trustees Association (1980) points out that school counsellors often feel pulled in all directions by differing expectations of the Department of Education, school administrators, other school staff, parents, and employers.

Review of Research Literature

A number of studies have examined the role and function of the school counsellor from the point of view of the counsellor.

Elementary school studies. Furlong, Atkinson and Janoff (1979) conducted a survey study of elementary school counsellors in order to determine counsellor perceptions of actual time spent performing certain roles and time they would ideally like to devote to the same roles. The sample consisted of 82 elementary school counsellors from the state of California. Counsellors were asked to rank-order 14 roles which reflected the official role definition for elementary school counsellors established by the ASCA. The roles ranked by counsellors as most descriptive of their actual activities included: (a) counselling, (i.e., counselling students individually and in small groups), (b) consultation (i.e., working closely with administration and

staff to meet needs of individual students, (c) pupil appraisal (i.e., co-ordinating the accumulation, organization, and maintenance of confidential pupil files), (d) parent help (i.e., holding individual and group conferences with parents), and (e) referral (i.e., co-ordinating referrals to other specialists). Ideal role rankings included: (a) counselling, (b) consultation, (c) parent-help, (d) change agent (i.e., attempting to change aspects of the school environment that are detrimental to development of the child), (e) pupil appraisal, and (f) referral. The lowest ranking for both actual and ideal roles was given to research. The counsellors in this study for the most part perceived themselves as devoting as much time to various roles as they would ideally like to. Although a weakness of this study was that it received only a 38% response rate, it did focus on identifying priority roles as viewed by counsellors themselves.

A more recent survey study conducted by Morse and Russell (1988) investigated 130 elementary school counsellors in the Pacific Northwest area of the United States in order to determine their perceptions of actual and ideal roles. The sample represented a 55% response rate. The survey instrument consisted of 40 counsellor functions which comprised eight role components including: individual counsellor, group counsellor, special needs consultant, teacher consultant, parent consultant, evaluation

assessment, administrative consultant, and auxiliary aid. Counsellors were asked to rate each item on a four-point scale according to: (a) how they perceived their actual role, and (b) what they would ideally like to do. The mean ratings of the counsellors' ratings on ideal and actual functions were calculated, and the items ranked in terms of their means. Three of the five items ranked highest for actual functions involved a consultant role (i.e., help students with special needs by making appropriate referrals, work with educational specialists to meet the needs of individual students, help the teacher to better understand the needs of individual students). The remaining items ranked highest for actual functions involved individual counselling (i.e., work with students individually to help them understand their feelings, work with students individually to enhance self-concepts). Of the items ranked highest for ideal functions, the first was to help the teacher to better understand individual needs of students, while the other four involved working with groups of students (i.e., to help them learn social skills, to enhance self-concepts, to help them understand their feelings, to develop problem solving skills). In this particular study the items rated lowest for actual and ideal functions were also those the counsellors seldom performed (i.e., serving as disciplinarians, substitute teaching, lunchroom supervision, and assisting administration to evaluate

teachers). Correlational comparisons of the actual and ideal rank order of the eight role components indicated that counsellors would like to spend more time than they actually did in group work, consulting with teachers and parents, and performing evaluation and assessment.

Carreiro and Schulz (1988) studied Canadian school counsellors in order to determine to what extent they were satisfied with their actual activities. The final sample consisted of 65 elementary school counsellors from the provinces of Prince Edward Island, New Brunswick, Nova Scotia, Manitoba, and Saskatchewan. The 65 counsellors represented a 67% response rate. Questionnaires included 25 functions which counsellors were asked to rate on a five point scale according to: (a) amount of time actually spent, and (b) value of each activity in relation to their work as counsellors. Correlated t-tests were calculated for each item. Counsellors ranked a number of items high for both "time spent" and "value", including: consulting with teachers, meeting with individual students, meeting with principals, and meeting with parents. Other activities valued by the counsellors included co-ordination of activities with parents, staff, and principals, and co-ordination of group meetings and special presentations. Activities valued highly by counsellors but on which little time was spent included: making presentations to staff and students, organizing school programs, meeting jointly with

parents and other school personnel, and observing children in the classroom. Activities valued least by counsellors included filling in for teachers, attending to playground duty, participating in curriculum committee work, and helping students with projects. In this particular study the respondents valued most of the activities being studied more than they participated in them. Possible explanations given by the authors for this included lack of training to carry out certain functions or unrealistic expectations of administrators, teachers and parents on counsellors' time. Counsellors in this study also devoted little time to evaluating their work, and this activity was not valued by them. A strength of this particular study was the reliance by the authors on the expertise of school counsellors in the development of the questionnaire.

Junior/senior high school studies. A study conducted in the state of Minnesota by Tennyson, Miller, Skovholt, and Williams (1989) examined junior and senior high school counsellors' perceptions of their role and function. The final sample for this study consisted of 155 counsellors (i.e., 33 junior-high, 45 junior-senior high, and 77 senior high). The response rate was 93.9%. A questionnaire developed by the research team and counselling practitioners included 58 counsellor functions listed under six broad role categories including: (a) counselling; (b) consulting; (c) developmental and career guidance; (d) evaluation and

assessment; (e) guidance program development, management and co-ordination; and (f) administrative support services. Counsellors were asked to rate the functions on five point scales according to: (a) how often each function was performed, and (b) how important each function is for school counsellors. Means and standard deviations for each category as well as for individual functions were calculated. Counsellors rated the categories of counselling and consulting highest both for frequency of performance and order of importance. The categories least frequently performed included evaluation and assessment and developmental and career guidance. Those categories rated least important included evaluation and assessment and administrative support services. Analysis of the functions indicated that all functions having to do with individual counselling were rated most highly for both frequency of performance and importance (i.e., meeting with individual students to address developmental needs, to resolve crises, or to interpret tests). Counselling functions perceived as important but not often done included group counselling and working with families. Consulting functions that received highest ratings for both frequency of performance and importance had the primary purpose of solving student problems (i.e., conferring with a teacher, participating in a case conference, making referrals). 'Although the counsellors in this study perceived developmental group work

to be important, they rarely performed this function. Administrative support services such as scheduling students' programs were performed frequently by the counsellors. This study indicates that the counsellors surveyed were spending more time performing administrative support services than they thought was important, and less time doing developmental counselling and consultation activities than they thought was important. The data for this study were presented for the total group of counsellors, without taking into consideration the level at which they were employed.

Hutchinson et al. (1986) surveyed 56 secondary school counsellors in the state of Indiana in order to determine counsellor perceptions of their actual and ideal functions. Counsellors were asked to rank order sixteen functions according to: (a) actual time spent, and (b) how time should ideally be spent. Functions rated must highly for time actually spent included individual personal counselling, scheduling, academic counselling, testing, parent conferences, and record keeping. Functions in which counsellors felt their time should be ideally spent included individual personal counselling, academic counselling, group counselling, career and life planning, parent conferences, and classroom guidance. Counsellors in this particular study would ideally have liked to do more group counselling and career and life planning with students than they actually did. They also spent more time doing record

keeping than they feel they should. The functions counsellors performed least were in accord with those they felt were least important (i.e., community relations, work with gifted students, attendance concerns, and noncounselling activities).

Studies across grade levels. Miller (1988) conducted a study to determine the functions performed by counsellors in schools recognized as exemplary by the United States Department of Education. Surveys were properly completed by counsellors in 419 schools and the final sample included 88 elementary counsellors, 337 middle counsellors, and 825 high school counsellors. This sample represented a 63% response rate. The survey instrument included 34 counsellor functions which received 75% agreement from four counsellor educators. Each of the 34 functions was rated for importance by counsellors using a five-point Likert scale. A factor analysis identified the following eight functions as being most important: career assistance, co-ordination, counselling and consultation, professional development, educational planning, organization, assessment, and discipline. For all three groups of counsellors the counselling and consultation function was ranked first. The elementary school counsellors ranked counselling and consultation and professional development higher than the other two groups. High school counsellors rated career assistance and educational planning higher than the other

two groups. None of the factors could be considered exclusive to middle school counsellors, although they did rate career assistance, co-ordination, and educational planning higher than did elementary school counsellors. A weakness of this particular study is that the authors failed to provide descriptions of the functions which counsellors rated as most important. The next section focuses on the evaluation of effectiveness of school counselling.

Effectiveness of School Counsellors and Counselling Services

The effectiveness of school counsellors and school counselling programs has been researched and defined in a number of ways since the early 1960's. Effectiveness in the area of school counselling has often been regarded from the particular theoretical orientation of the researcher, thus resulting in multiple points of view about the factors that constitute effectiveness. This issue is also complicated by the fact that criteria for effectiveness differ according to the objectives of particular schools. Different perspectives of effectiveness may be held by students, parents, teachers, administrators, counsellors, and the educational institution.

There is generally agreement that changes in students' thoughts, feelings or actions constitutes success, but there

is not agreement about how this change is most effectively brought about. For the purposes of this thesis, the literature reviewed has been divided into three areas: (a) evaluation of individual counsellor effectiveness, (b) evaluation of program effectiveness or services provided, and (c) evaluation of other factors that impact effectiveness.

Evaluation of Individual Counsellor Effectiveness

Review of Discussion Literature

Belkin (1981) cites support from research during the 1960's and 1970's that found the following qualities to be related to counsellor effectiveness: (a) effective counsellors have been found to be less prejudiced than ineffective counsellors; (b) effective counsellors have been found to be more positive in their attitudes towards self, most clients, and counselling itself than ineffective counsellors; and (c) effective counsellors have been found to be on relatively good terms with their own emotional experience as opposed to ineffective counsellors who have been found to be more uneasy with their own emotional experience. Belkin points out the core conditions that have been identified with effective counselling, including: empathy, respect, warmth, genuineness, self-disclosure, concreteness, confrontation, and immediacy of the relationship. These core conditions have been found to be

more related to effectiveness in counselling than the counsellor's level of training or particular theoretical orientation.

Shertzer and Stone (1981) in their review of literature that has looked at characteristics of counsellor effectiveness, further point out that effective male counsellors have been found to express personal traits associated with the masculine stereotype while effective female counsellors have been found to express traits associated with the stereotype of femininity.

Belkin (1981) discusses a number of personality characteristics of the counsellor in relationship to counselling effectiveness, including personal security, trust, courage, open-mindedness, having a non-judgemental attitude, sensitivity, empathy, objectivity, genuineness, non-dominance, ability to listen, and positive regard. From this author's point of view, these qualities underlie the interplay of forces that facilitate the establishment of an effective counselling relationship. He defines the counselling relationship as "the cumulative sum of feelings and perceptions held by each member of the counselling team, and the effect of these feelings and perceptions and the structure and quality of the interactions between them." (Belkin, 1981, p. 169)

Boy and Pine (1978) present eight causes that influence the effectiveness of counselling regardless of the

theoretical orientation of the counsellor. According to these researchers, effective counselling is proportionally related to certain conditions that exist for the counsellor, the client, and within the therapeutic relationship. Boy and Pine view the qualitative personhood of the counsellor as the major catalyst that induces behavioral change in a client. Another condition of effective counselling according to these authors is the therapeutic credibility of the counsellor. This condition entails a sense of existential presence on the part of the counsellor which is indicated through counsellor attentiveness to the client, genuine empathy on the part of the counsellor, and an ability to enter the client's perceptual world. A third condition of effective counselling as outlined by these authors is the ability on the part of the counsellor to competently apply a broad repertoire of counselling skills, and to match certain skills with the needs of particular clients. Counselling is also considered by these authors to be more effective when a client is voluntarily involved in a counselling relationship than when a client is involuntarily involved. These authors describe voluntary clients as being co-operative, having identified a need to resolve personal concerns, and being likely to expend energy because the relationship has been freely chosen. A fifth condition of effectiveness as outlined in this article is the degree to which the counselling meets the client needs. In this case,

ineffectiveness occurs when a certain theoretical bias is used for all clients, regardless of their individual needs. Another condition of effectiveness outlined by these authors is the manner in which the client perceives the balance of power between the counsellor and client. According to these authors the client will be more willing and able to invest an honest and open counselling relationship if the interpersonal influence between the client and counsellor is perceived as being equal, rather than if the client perceives the counsellor as having administrative authority and is fearful of reprisal. The authors further point out that counselling is effective in proportion to the client's awareness of the existence of the problem, since awareness will be accompanied by motivation on the part of the client to eliminate the problem. The eighth factor identified by the authors as contributing to an effective counselling relationship is the intelligence of the counsellor. Counsellor intelligence is defined by the authors as the ability on the part of the counsellor to rearrange the centrality of a client's problem, to separate important material from that which is trivial, to have an awareness of the holistic nature of the client, to act on reachable solutions for the client, to respect the clients individuality, and to make sound therapeutic judgements.

Evaluation of Program Effectiveness and Services Provided

Review of Research Literature

Evaluation of program effectiveness using specific interventions: elementary-junior high school studies. A study done by Kameen and Brown (1978) explored the effectiveness of the combined approaches of consultation with teachers, individual and small group counselling, and classroom guidance activities over a school year. The sample consisted of 22 teachers and 714 students from grades K-7 from a rural elementary school. Individual consultation services and teacher group consultations were provided for the teacher by the counsellor. Videotaped segments from classrooms were used for examining effective classroom interactions during the teacher group consultations which were held bi-monthly. Areas explored with students during counselling and guidance included social skills topics, study skills, values, career awareness, and specific needs of students. An inventory to measure changes in student affective behavior (i.e., self-perceptions and peer acceptance) was administered to students at the onset and conclusion of the activities. A questionnaire was administered to teachers at the onset and conclusion of the activities in order to measure the impact of consultations on teacher affective behavior (i.e., feelings of accomplishment in their job and social needs satisfaction). A correlated t-test indicated no significant changes in

teachers' affective behavior, although findings indicated some change in a positive direction. Students showed significant gains in both self-perceptions and peer acceptance. An analysis of covariance was used to examine the relationship between teacher affective behavior changes and pupil affective behavior changes. Analysis indicated higher self perception and peer acceptance scores for students whose teachers made greatest gains in feelings of accomplishment in their job. Self-perception scores were higher for students whose teachers made the greatest gains in social needs satisfaction. This study did not use a control group and no evidence of reliability and validity of the instruments was provided. The authors do not provide information about the number of students involved in individual and small group counselling or how many sessions were held. These factors detract from the positive findings of the study.

West, Sonstegard, and Hagerman (1980) conducted a study over a school year in order to explore the effectiveness of a number of counselling interventions in a Virginia school which had an enrollment of 300 students from grades K-8. The authors conducted consulting sessions with the school's seventeen teachers during which the issue of childrens' classroom behavior was addressed. Weekly group counselling sessions were carried out with three groups of students over a seven month period in order to reeducate

students on constructive behavior. Strategies used consisted of finding reasons for the childrens' behavior, helping them to understand the other's point of view, and using strategies of conflict resolution. Individual counselling sessions consisting of six sessions were held with six students who were referred for chronic behavior problems in the classroom. Twelve students who wished to improve reading skills met individually with a volunteer parent tutor for 40 minutes each week over a four-month period. Thirteen students who wished to improve their math skills met with a parent volunteer tutor once a week for 20 minutes over a four month period. Three second and third grade classes participated in classroom guidance activities aimed a self-understanding and increasing locus of control.

Effectiveness of the consultation activities was evaluated using three case studies. Subjective observations suggested that the teacher study groups were helpful in improving the classroom behavior and socializing behavior of students. Effectiveness of group counselling was evaluated through the administration of pretests and posttests to five teachers. The authors indicate that the difference between pretesting and posttesting was significant at the .10 level with teachers indicating improved classroom behavior for students who underwent counselling in such aspects as completion of assignments, respecting the rights of others and relationships with staff. In addition, twenty seven

students who participated in individual or group counselling evaluated themselves as being more responsible for their behavior, completing homework assignments more regularly, and understanding themselves better, but they were not certain that counselling had a positive effect on their relationships with others. Twenty six of the 27 students found counselling had been a positive experience. The tutoring programs were evaluated in a pre-post test fashion using standard instruments. Results suggested that students who received reading and math tutoring increased scores beyond that expected by normal classroom instruction. Classroom guidance activities were evaluated using a standard pre-test post-test instrument designed to evaluate locus of control. Statistical analysis indicated that the classroom guidance activities had no significant impact on childrens' locus of control although internal locus of control increased for some children.

The authors indicate that the number of discipline cases reported was substantially reduced during the year in which counselling and consulting services were provided, with 173 discipline cases being reported the year prior to the study and only 23 cases being reported the year of the study. This study had a number of limitations including lack of reported reliability and validity of some of the instruments used lack of control groups and small and inconsistent sample sizes. The results, however, indicated

that overall the counselling interventions were effective at improving classroom behaviors and achievement.

Cobb and Richards (1983) studied teacher consultation in combination with classroom guidance and group counselling in order to determine the efficacy of eight weeks of intervention in improving the classroom climate and classroom behavior of 90 fourth and fifth grade students. The study was conducted in a rural Virginia school and included the students in two fourth and two fifth grade classrooms. A 35 item checklist was used by four teachers and an independent observer to measure the prevalence of behavior problems once before and twice after the intervention. Behavior problems were grouped into three categories including conduct disorders, personality problems, and immaturity problems. One classroom each of fourth and fifth grade students became the first treatment group which received eight weeks of intervention immediately following the pre-test. The remaining fourth and fifth grade class became the second treatment group which received no intervention until after the eight week period following the pre-test. Treatment consisted of eight 30 minute classroom guidance sessions which focused on increasing student self-awareness, and increasing student understanding of others. In addition, each teacher conducted guidance activities for 40 minutes per week. Additional small group sessions were held for 28 children

who were selected by the counsellor and teacher due to severe problem behaviors. Small groups consisted of five to eight children. Sessions were conducted twice weekly over an eight week period for 30 minutes. Themes covered during the sessions included developing good school work habits, learning assertive behaviors and dealing with conflict. The counsellor met with each teacher twice weekly to discuss issues such as handling disruptive behavior and increasing on-task behavior. Statistical analysis indicated that behavior problem scores declined markedly for both treatment groups and among students targeted for small group counselling. For all three groups the most obvious decreases in behavior problem scores occurred on the first post-test following intervention. The authors did not specify the statistical analysis used, and reliability between observers was not reported. However, the major improvements in student conduct, personality, and immaturity as reported by the observers support the viewpoint of the authors that the combination of classroom guidance, small group counselling and teacher consultation are very effective methods of intervention.

Gerler and Crabbs (1984) carried out a study in one school district in the state of Texas in order to determine the perceptions of parents, teachers, and students regarding the effectiveness of certain counsellor interventions at improving student behavior over the course of one semester.

Six elementary school counsellors implemented three intervention techniques including individual and small group counselling, classroom guidance, and parent or teacher conferences with 430 elementary students who had been referred for behavior problems and had more than one counsellor contact. A rating scale instrument was developed by the authors in order to determine behavior change on each of seven variables including self-acceptance, peer relationships, attitude about school, attendance, grades, following rules, and family relationships. Questionnaires were completed by 173 parents, 293 teachers, and 430 students. Over half of the respondents in each of the three groups indicated that positive changes in students had occurred for the variables of self-acceptance, attitude about school, following rules, and family relations. Parents and teachers (64% and 65%, respectively), indicated more positive changes in peer relationships than did students (48%). Over half of the students indicated improved attendance while the majority of parents and teachers (62% and 68% respectively), indicated no change in this variable. The majority of students and parents (64% and 60% respectively), indicated improved grades while only 42% of the teachers were of the opinion that the referred students had improved their grades.

This study indicates that the three groups of respondents agreed that counselling interventions were

successful on four of the seven variables. The authors have not provided specific information regarding how many students participated in each intervention or whether some students received more than one intervention.

A study reported by Myrick and Dixon (1985) was designed to assess the effectiveness of group counselling on negative attitudes of students in grades five and six. Ten school counsellors from one county in the state of Florida met to design a group counselling strategy and an instrument for measuring attitude change. Each counsellor identified twelve students through school records and consultations with teachers as needing to improve negative attitudes about school. Six students from each group were randomly assigned to participate in six 45 minute small group counselling sessions, while the remaining six students served as a comparison group. Group sessions were outlined and practiced during counsellor meetings, and consisted of discussions and exercises related to feelings about school, giving and receiving feedback, and being positive. The first instrument consisted of a classroom behavior checklist which was completed by classroom teachers prior to and following the group sessions. The checklist included items identified by the counsellors as behaviors related to attitudes about school that affected achievement. A second instrument was administered to the students who participated in group counselling. Students were asked to report their

perceptions of the group counselling sessions. Statistical analysis consisted of analysis of covariance procedure (ANCOVA). Results indicated that students who received the group sessions improved their classroom behavior significantly more than those who did not receive group sessions. Results were consistent across sex of students and schools. Results from the student questionnaires indicated that 72% of students reported the group helped them to understand themselves, 86% reported that the group helped them to understand others, 60% reported liking school better as a result of the group, and 81% recommended a similar group to other students. This study indicated that group counselling was effective in bringing about positive changes in student attitudes. In addition the collaborative effort of the counsellors resulted in sharing of ideas, pooling of information, practicing skills, and a planned accountability study.

Gerler, Kinney, and Anderson (1985) carried out a study to determine the effectiveness of counselling services in improving classroom behavior and academic performance of under-achieving children. Counsellor volunteers from several elementary schools in the state of North Carolina identified 65 students who scored at the 25th percentile or lower on a standardized achievement test, who also had IQ scores above 90 on a standardized intelligence test. The counsellors randomly assigned 41 of the students to receive

individual and group counselling and the remaining 24 students to the control group. The data collected included: (a) prescores and postscores on student self-ratings of classroom behavior, (b) prescores and postscores on classroom behavior of students as rated by teachers, (c) pregrades and postgrades in classroom conduct, (d) pregrades and postgrades in language arts, and (e) pregrades and postgrades in mathematics.

Individual and small group sessions were carried out by counsellors over a nine-week period and focused on improving study skills, improving school attitude and increasing self-esteem. Interventions were arranged according to a multimodal framework which consisted of: (a) behavior interventions including behavior contracts, consultations with parents and teachers to establish patterns of reinforcing achievement behaviors, and small group counselling to practice active listening; (b) interventions in the affective domain in which students were encouraged to express their feelings about themselves and their schoolwork; (c) sensory and imagery interventions which included games through which students learned the roles of senses and visual imagery in learning and remembering material; (d) cognitive interventions in which exercises were done to learn new vocabulary; and (e) interpersonal interventions which included group sessions and peer-helping sessions through which students could learn

from and relate to one another.

Results indicated that the children who received counselling positively changed their own perceptions of their classroom behavior as indicated by significant improvement in student self-ratings. The treatment group also showed a statistically significant improvement in mathematics performance and language art grades, while the control group did not improve significantly on either of these measures. Teachers did not perceive the same improvement in classroom behavior as the students. Teacher rating scales indicated that the treatment group showed a slight but not significant increase in negative classroom behavior, whereas the control group showed a slight but not significant decline in negative behaviors.

Although the teachers did not perceive an improvement in classroom behavior, this study indicates that multimodal counselling interventions can have a positive effect on school performance. Limitations of the study included the use of untested rating instruments for which validity and reliability measures were not established.

Zellie, Stone, and Lehr (1980) conducted a pilot study using a rational emotive therapy with thirty junior high school students in one school who had been referred for disciplinary action. Thirty students who had not received treatment were randomly selected as a control group. The intervention consisted of six weeks of counselling treatment

that stressed responsibility for making decisions from behavioral alternatives. Treatment was provided by students of psychology trained in the intervention strategy. The dependent variables were the recidivism rate for each student following intervention and the teacher's rating of each student's behavior after intervention. A chi-square frequency test indicated that the recidivism rate was significantly lower in the treatment group than in the control group, with the control group being referred three times as frequently as the treatment group following intervention. The teacher ratings of student behavior were analyzed using a two-tailed t-test for independent samples. Results indicated that students who received treatment improved significantly in their specific problem and in attention to classwork and homework. Improvement in the areas of general classroom behavior and relationship with the teacher did not reach significance. This study provides support for the use of rational emotive therapy as a counselling intervention in schools. As suggested by the authors, further research would be appropriate since this was a pilot study.

Warren, Smith, and Velten (1984) carried out a study to evaluate the effectiveness of rational-emotive therapy and rational-emotive imagery with 59 junior high school students from a school in Oregon who volunteered to participate in group treatment for interpersonal anxiety.

Students were randomly assigned to groups including rational-emotive therapy without imagery (RET), (N=14), rational-emotive therapy with imagery (REI), (N=14), relationship-oriented counselling (ROC), (N=16), and waiting-list control (WLC), (N=15). Seven 50-minute treatment sessions were conducted by two school counsellors over a three week period. Subjects in the RET group received didactic instruction on the RET theory and on four types of irrational thinking, and were taught to examine irrational self-talk and challenge beliefs related to interpersonal anxiety. Group discussion, role-playing and homework assignments were part of the treatment. The REI group followed the same format as the RET group, with the addition of REI procedures. Anxiety-provoking situations were ordered and practiced hierarchically, from the least to most disturbing event. The ROC group participated in structured group activities designed to develop trust, self-awareness, self-disclosure, and listening skills. Self-report and sociometric measures were used pre-treatment, post-treatment and at three week follow up. Post-treatment results indicated that both the RET and REI groups were rated less interpersonally anxious than the WLC group. No significant differences were found between these two groups and the ROC group. Self-report measures indicated that only the REI group reported significant changes from pre-test to follow-up assessment. Both the RET and REI groups were more

effective at reducing irrational thinking then the ROC and WLC groups. Although no statistical data is included in the report, the authors conclude that support was obtained for the rational emotive therapy as an effective treatment for interpersonal anxiety and irrational thinking.

Evaluation of services provided: junior/senior high school studies. Wiggins and Moody (1987) carried out an evaluation study to determine student perceptions of counsellor effectiveness in four mid-Atlantic states and then related these evaluations to the time-task emphasis of counsellors. Seven junior high and four senior high schools participated in the evaluation study. The evaluation team consisted of a counsellor-educator and three counsellors. School counsellors were requested to complete a time-task emphasis form and provide information on how interventions were conducted and evaluated. Interviews were held with groups of students randomly selected from each grade level, and students were asked to rate services received. Results indicated that in one senior high school, 67% of students rated counselling services received as excellent in effectiveness, while in one junior high school, 68% of students rated services received as excellent in effectiveness. Evaluator perceptions were in agreement with student ratings. In these two schools students voluntarily sought help, felt no stigma attached to seeking assistance, felt that confidentiality was assured, and thought that

appointments were kept in a professional manner. These students felt comfortable seeking help for personal, academic, or career concerns. Students reported having their views respected and viewed the counsellors as hard working and having special skills.

In two junior high schools students rated counselling services received as average in effectiveness. Evaluator perceptions were in agreement with student ratings. These students often had to reschedule appointments because counsellors were behind schedule or had emergency meetings. Students were also unsure about whether their counsellors had any special skills beyond those of their teachers.

For six of the schools (three junior high and three secondary) counsellors were rated by more than 55% of the students as fair or below average in delivering effective counselling services. These schools were perceived by the evaluators as below average as well. The majority of students in these schools had not voluntarily sought help from their counsellors, felt a stigma associated with visiting the counsellor, and did not feel that their confidentiality would be ensured. These students perceived counsellors as primarily schedule makers.

In the two schools where counsellors were rated as highly effective counsellors reported spending over 70% of their time in direct individual and group counselling activities. These same counsellors spent only 11% and 12%

of their time in clerical activities. In the two schools rated as average, counsellors reported spending 67% and 61% of their time in individual and group counselling. In the remaining schools counsellors spent 24% to 43% of their time performing clerical tasks. One striking difference between the schools was the existence of an organized counselling program in the schools rated as having average or high effectiveness, and the lack of any organized program in the schools rated below average. The emphasis in the schools rated as highly effective was on direct delivery of services; counsellors were visible to a large number of students, they had high levels of counselling skills, and students generally worked through personal, academic, and career concerns in one to five counselling sessions. This study implies that counsellors perceived as being less effective lacked the necessary skills to be effective helpers, and that they also emphasized different tasks as being important.

Wells and Ritter (1979) investigated 550 students in randomly selected high school classes in one school in order to determine student attitudes towards the counselling delivery system and the services provided. Findings indicated that the concerns for which students were most inclined to see a counsellor were for help in changing a class (81%) or to determine graduation requirements (80%). The same students were less inclined to see a counsellor to

explore a career decision (26%) or choose a college (29%). Students were least likely to see a school counsellor for concerns such as problems with a friend (6%) personal problems (4%), or questions about sex (4%).

When asked whether counsellor contacts had been helpful to them, 66% of students perceived that they mostly or always had been while 33% of students perceived that they usually had not been. Almost half (48%) of the students surveyed indicated that they did not feel free to discuss problems with their counsellor. Comments written by the students regarding this issue centered around perceived lack of interest or understanding on the part of the counsellor or lack of availability of the counsellor. Suggestions made by the students to improve counselling services included having quicker access to counsellors, improving the services provided, and having counsellors with specialized knowledge in certain areas. This study indicates that although students in this study perceived counsellors as being there to provide help and assistance to them, they also viewed counsellors' roles as being limited.

Two hundred and fifty first year college students who represented 152 high school guidance programs from 21 states were studied by Hutchinson and Bottorff (1986) in order to determine their perceptions of the effectiveness of the high school counselling services they had received. Questionnaires were developed with input from a literature

review as well as from a group of 70 freshman students, in order to insure the inclusion of items important to students.

The questionnaire provided a comparison of students' perceptions regarding what counselling services they most needed in high school and what services they had actually received. Results indicated that the largest discrepancies between services needed and those provided were in the area of career counselling. While 89% of students indicated that they needed career counselling in high school, only 40% indicated having received counselling in this area. Sixty percent of students indicated a need for personal problem counselling, but only 21% of the students had received such counselling. Seventy-nine percent of students indicated a need for college information but only 59% of students indicated having received this service. Areas in which students perceived the least need for counselling services included checking attendance and truancy (1%), disciplining (3%), record keeping (3%), and testing (10%). Students indicated having received more services in these areas than they thought necessary (i.e., checking attendance and truancy (20%), record keeping (24%), and testing (37%).This study points out some discrepancies between perceived counselling needs of students and services actually received, and indicates a need for counsellors to be sensitive to the expectations of students.

Evaluation of Other Factors that Impact Effectiveness

Wiggins and Weslander (1979) studied 320 school counsellors from four states in order to determine the personality and/or environmental characteristics that lead to counsellors being effective or ineffective at helping clients. Counsellors completed three instruments including a Hoppick Job Satisfaction Blank (HJSB), a Vocational Preference inventory (VPI), and a counsellor questionnaire in order to obtain information on a number of personal and professional characteristics of participants. Three supervisors within each counsellor district completed a Satisfaction With Performance Blank (SWPB) in order to rate counsellor effectiveness. Of the 320 counsellors rated by supervisors, 100 were rated highly effective, 140 were rated of average effectiveness, and 80 were rated ineffective. Age, sex, years as a counsellor, years of education, years in present job and employment level did not significantly correlate with rated effectiveness. The HJSB and the six VPI scales were found to correlate significantly with the SWPB. Rated effectiveness was positively correlated with job satisfaction. Counsellors rated as effective scored high on the Social (S) scale of the VPI and the Artistic (A) scale of the VPI, while counsellors who were rated as ineffective scored high on the Realistic (R) and Conventional (C) scales of the VPI. High rated counsellors had an average VPI code of Social, Artistic, Investigative

(SAI) while counsellors rated low in effectiveness had an average VPI code of Realistic, Conventional, Enterprising (RCE). This study suggests that within the counselling occupation there may be a demand for a certain combination of traits, interests, and abilities which would help to explain effectiveness in this area.

Wiggins and Mickle-Askin (1980) carried out a follow-up study to the Wiggins and Weslander (1979) study in order to determine whether work emphasis differed for counsellors rated as effective or ineffective by their supervisors. These researchers contacted the 100 counsellors rated as highly effective and the 80 counsellors rated as ineffective and asked them to complete a follow-up questionnaire. The 140 counsellors rated as average in effectiveness were not contacted. Of the 180 questionnaires mailed, responses were received from 89 of the group rated highly effective and from 71 of the group rated ineffective. Findings indicated that 65 of the 89 counsellors rated as highly effective reported adhering to a specific theory of counselling while 47 of the 71 counsellors rated as ineffective either did not follow any specific theory or followed a theory only some of the time. Time spent in counselling activities differed between the two groups; counsellors rated as highly effective collectively spent 64% of their time in individual counselling work while the counsellors rated as ineffective spent 27% of their time doing individual counselling.

Further, counsellors rated as highly effective spent 9% of their time in group counselling, while those rated ineffective spent 32% of their time in group counselling. The focus of the group counselling differed for the two groups of counsellors with the highly effective group spending the majority of group time doing career counselling and the ineffective counsellors spending the majority of group time dealing with personal/social concerns. Highly effective counsellors spent more time in consultation and follow-up work than did the ineffective counsellors. Those counsellors rated highly effective spent less time doing clerical work than did those rated ineffective. This study suggests that counsellors who are effective may emphasize different work tasks than those who are ineffective.

A study done by Boser, Poppen, and Thompson (1988) examined whether perceived effectiveness of school guidance programs differed according to student-counsellor ratio. Seven school systems participated in the study. Three of the systems employed one counsellor per school with enrollments of under 600 students, two of the systems employed one counsellor per school with enrollments of 750 to 1000 students, and the remaining two systems employed one counsellor for three to four schools with enrollments of between 1000 and 2000 students per counsellor. School systems represented metropolitan, rural, and small town populations, with grade levels ranging from kindergarten to

grade eight. Questionnaire data were collected from 1663 students, 1075 parents, and 320 school staff members. For statistical comparisons, Mann-Whitney tests were used to compare responses from systems with more favorable conditions (those systems with single school responsibilities and low student-counsellor ratios) with those of less favorable conditions (those systems with larger student counsellor ratios).

Results indicated that school counsellors were perceived by students, parents, and staff members as providing valuable service regardless of the student-counsellor ratio. In schools with enrollments of under 600 students per counsellor, 92% of students reported classroom visits by the counsellor, while in schools having enrollments of 750 to 1000 students, 79% of students reported classroom visits by the counsellor. In systems where counsellors served more than one school, 85% of students reported classroom visits.

In schools with enrollments of under 600 students per counsellor, 90% of students thought that the counsellor knew who they were, as opposed to only 68% of students in all of the systems having higher student-to counsellor ratios. The average percentage of students who had scheduled at least one interview with the counsellor was larger (35%) in systems with enrollments of under 600 students per counsellor than in systems where the counsellor served 750

to 1000 students (18%) or where a counsellor served multiple schools (26%).

Overall, the availability of counsellors to students, parents, and staff members was found to have a significant impact on how the respondents perceived counsellor effectiveness. As student to counsellor ratios increased and the number of students who could not be adequately served by the counsellor increased, the respondent groups perceived counsellors as less effective. The authors point out that multiple school assignments and large student to counsellor ratios result in lack of time for counsellor contact with students. The authors do not provide an explanation for the fact that counsellors were perceived as being more effective on a number of dimensions when they were employed in multiple schools and serving over 1000 students than when they were employed in one school with ratios of 750 to 1000 students.

Summary of the Literature Reviewed

Overview of Guidance and Counselling

Guidance programs began in American schools in the early twentieth century in order to provide career education to students. Over the years the emphasis of guidance has shifted. Individual counselling emerged as a psychological process during the 1930's and since that time has become an

important aspect of guidance programs (Aubrey, 1982).

The terms guidance and counselling have been defined in numerous ways. Guidance is an umbrella term referring to the system of services provided in schools to affect personal development and psychological competencies of students (Aubrey, 1979). Counselling emphasizes the helping relationship and also the personal meaning of events and experiences (Myrick, 1987). School counselling differs from psychotherapy in both focus and length of treatment. School counselling is intended to help students to deal effectively with current life problems and life transitions and is based on brief intervention (Myrick, 1987). Psychotherapy focuses more on deep-rooted problems and is intended to be longer in duration than school counselling.

Guidance and counselling programs have been approached from developmental, preventative, and remedial perspectives. Although the Canadian Guidance and Counselling Association supports a developmental or preventative perspective over a remedial approach, the majority of school counselling services in Canada deal mainly with crisis cases (Herman & Altman, 1982).

The Roles and Functions of School Counselling Staff

The discussion literature has focused on a number of issues in recent years with regards to the roles and functions of school counsellors. As far back as 1966 the

American School Counsellor Association defined the generic roles of school counsellors as counselling, consulting, and co-ordinating (Hutchinson et al., 1986). A number of researchers are in agreement that the major duties of school counsellors should be related to individual and small group counselling (Boy & Pine, 1980; Herman, 1981; Hummel & Humes, 1984). In recent years there has been support in the literature for counsellors to spend more time performing consulting activities in order to increase the efficiency and effectiveness of their services (Bundy & Poppen, 1986; Umansky & Holloway, 1984).

Studies that have examined the role and function of the school counsellor from the point of view of the counsellor have had a number of similar findings. Several studies have found that the major activities performed by school counsellors are related to counselling and consulting roles (Carreiro & Schulz, 1988; Furlong et al., 1979; Miller, 1988; Morse & Russell, 1988; Tennyson et al., 1989). When looking at time that counsellors would ideally like to spend performing certain roles, the majority of school counsellors are in agreement that counselling and consulting should constitute their major roles (Carreiro & Schulz, 1988; Furlong et al., 1979; Tennyson et al., 1989). These findings are consistent across grade levels. Umansky and Holloway (1984) point out that school counsellors have historically made direct services to students, teachers, and

parents their top priority.

Roles rated by counsellors as having a low priority differed somewhat over the studies reviewed. Morse and Russell (1988) found that counsellors rated activities such as discipline, substitute teaching, lunchroom supervision, and assisting administrators to evaluate teachers as being lowest for both actual and ideal functions. In this study these were also the activities which counsellors seldom performed. Carreiro and Schulz (1988) found that activities valued least by counsellors included filling in for teachers, attending to playground duty, participating in curriculum committee work, and helping students with projects. Hutchinson et al. (1986) found that functions least valued by counsellors included community relations, work with gifted students, attendance concerns,and noncounselling activities. These were also the functions least performed by the counsellors in this study.

Findings also varied among the studies reviewed when looking at the activities on which counsellors would like to spend more time. Several studies found that counsellors would like to spend more time doing group work (Hutchinson et al., 1986; Morse & Russell, 1988; Tennyson et al., 1989). In addition, Morse and Russell (1988) found that counsellors would like to spend more time consulting with teachers and parents, and performing evaluation and assessment. Carreiro and Schulz (1988) found that counsellors would like to spend

more time making presentations to staff and students, organizing school programs, meeting jointly with parents and other school personnel, and observing children in the classroom.

Effectiveness of School Counsellors and School Counselling Services

Effectiveness within the area of school counselling has been researched from a number of different perspectives. During the 1960's and early 1970's researchers emphasized the qualities of the counsellor as a person and the qualities of the counselling relationship in defining effectiveness.

Effectiveness in the area of school counselling has also been measured in terms of specific interventions utilized. The majority of studies done in this area have evaluated the effectiveness of combined approaches that have varied in focus according to populations sampled, type of data collected, methodologies employed, and length of time during which the interventions took place. Despite the lack of consistency across studies, findings have indicated that interventions utilized have been effective in a number of areas.

Kameen and Brown (1978) found the combined approaches of consultation with teachers, individual and small group counselling, and classroom guidance to be effective over a

school year at improving self-perception and increasing peer acceptance among students. West et al. (1980) explored the effectiveness of the combined approaches of consultation with teachers, individual and small group counselling, tutoring sessions, and classroom guidance activities over a school year. Findings indicated improved classroom behavior among students and improvement in reading skills of students. Another study was done by Cobb and Richards (1983) using the interventions of teacher consultation in combination with group counselling and classroom guidance over an eight week period. Findings indicated behavior problems declined markedly and students showed improvement on such dimensions as conduct, personality, and immaturity. Gerler and Crabbs (1984) implemented interventions including individual and small group counselling, classroom guidance, and parent or teacher conferences in order to improve student behavior over the course of a semester. Questionnaires completed by parents, teachers and students indicated positive change for students in the variables of self-acceptance, attitude about school, following rules, and family relations. Gerler et al. (1985) carried out individual and small group counselling sessions over a nine week period using a multimodal framework. Results indicated improvement in students' perceptions of their own classroom behavior as well as improved achievement in mathematics and language arts.

Several studies have measured effectiveness using specific group interventions. Myrick and Dixon (1985) evaluated the effectiveness of six group counselling sessions on improving the negative attitudes of students about school. Results indicated improvement in classroom behavior and student attitudes. Zellie et al. (1980) reported on a study consisting of six weeks of intervention using rational emotive therapy. Students who received treatment improved in their specific problem area as well as in attention to classwork and homework. Warren et al. (1984) evaluated the effectiveness of rational-emotive therapy and rational-emotive imagery over seven treatment sessions. The authors concluded that rational emotive therapy is an effective treatment for improving interpersonal anxiety and irrational thinking.

Effectiveness in the area of school counselling has also been measured through the evaluation of services provided. Wiggins and Moody (1987) found that in schools where students rated counselling services as highly effective, counsellors reported spending over 70% of their time in direct individual and group counselling activities and very little time performing clerical activities. These schools also had an organized counselling program. In schools where students rated counselling services as ineffective, counsellors spent 24% to 43% of their time performing clerical activities. These schools also lacked

an organized program.

Other studies have indicated that although students perceive counselling services as having provided them with assistance, there is some discrepancy between the perceived counselling needs of students and services actually received (Hutchinson & Bottorff 1986; Wells & Ritter, 1979). As indicated by Wells and Ritter (1979) students surveyed in this study were most likely to see a counsellor for help in changing a class or to determine graduation requirements, and less inclined to see a counsellor for career decisions or to choose a college. Students were least likely to see a counsellor for personal problems. Hutchinson and Bottorff (1986) found discrepancies between services needed by students and those provided by counsellors in the areas of career counselling and personal problems counselling.

Researchers have studied the impact of some other factors on counsellor effectiveness. Wiggins and Weslander (1979) attempted to determine whether certain personality characteristics lead to counsellors being effective or ineffective at helping clients. These researchers found that counsellors rated high in effectiveness by their supervisors had an average Vocational Preference Inventory code of Social, Artistic, Investigative, while those rated low in effectiveness had an average code of Realistic, Conventional, Enterprising. A follow-up study done by Wiggins and Mickle-Askin (1980) found that the majority of

counsellors rated as effective also followed a specific theory of counselling and collectively spent 64% of their time doing individual counselling. The majority of counsellors rated as ineffective did not follow a specific theory of counselling and spent more time doing group counselling than individual counselling. The counsellors rated as effective also spent more time doing consultation and follow-up work and less time doing clerical work than did the ineffective counsellors.

Boser et al. (1988) studied the impact of student-counsellor ratio on counsellor effectiveness. This study found that as student to counsellor ratios increased, and the number of students who could not be adequately serviced by the counsellor increased, counsellors were perceived to be less effective by students, parents, and staff members.

Overall, most of the effects of guidance and counselling have been demonstrated on a short-term basis. There is a need for longitudinal studies in this area. Matthay (1988) points out that the viability of the school counselling profession depends on accountability which in turn requires ongoing evaluation efforts. Myrick (1984) suggests that the issue of accountability can be most effectively addressed if counsellor educators, administrators, and school counsellors work together as a team to integrate evaluation practices as an integral part of school counselling services.

The next chapter reviews the methodology used for the study.

CHAPTER THREE

METHODOLOGY

This chapter presents the research methodology used in the study. The chapter is organized into five sections. In the first section an overview of the research design is presented. The second section includes a description of the sample selected for the study. The third section provides an overview of the critical incident technique and a description of the procedures used for collecting and analyzing the interview data. In the fourth section the questionnaires are described along with the procedures used for collecting and analyzing the questionnaire data. The fifth section provides a summary.

Research Design

The intent of this project was to conduct a qualitative study of the perceptions of counselling staff of the Edmonton Catholic School District regarding their effectiveness. In keeping with this goal the critical incident technique was utilized as the primary data gathering technique. This procedure is an exploratory qualitative method of research which involves using interview procedures to collect information from people

about their direct observations of their own behaviors or the behaviors of others that significantly contribute to a specified outcome (Woolsey, 1986). Using this technique, incidents are collected from individuals who are competent to make judgements about their significance, in this case the counselling staff of the Edmonton Catholic School District. Because school counsellors work with students on a regular basis to resolve problems and deal with developmental issues, it can be assumed that their experience has provided them with much useful information about counsellor effectiveness. Counsellors seldom have the opportunity to share this knowledge due to their busy schedules. The objective of the interview procedures in this study was to collect data from staff regarding incidents in which they felt they made a significant impact in their roles, as well as incidents in which they felt they had little impact in their roles. A copy of the interview questionnaire is included in Appendix A (see Critical Incidents Interview Guide). It was anticipated that the semi-structured nature of the critical incident technique would be sufficiently open-ended to allow for the emergence of issues of concern to the stakeholder group interviewed for this study. This non-directive approach provided the counselling staff with an opportunity to express themselves regarding matters of significance to them and also allowed for detailed descriptions of the specific incidents

described by them.

Because the data for this study were collected within the context of a larger study, two questionnaires were employed as supplementary data gathering techniques in order to enhance information provided by the interviews as well as to gather specific standardized data for the purposes of the larger study conducted by the Edmonton Catholic School District. Borg and Gall (1989) have pointed out that using different kinds of data collecting instruments to study the same problem contributes to the researcher's confidence in the research findings.

The first questionnaire was developed by the Review Committee established by the administration of the Edmonton Catholic School District. This questionnaire was administered by the Edmonton Catholic School District in order to obtain standardized data from the stakeholder groups involved in the study. This questionnaire was administered to all counselling staff as well as to other school staff involved in the study, and was intended to obtain their perceptions regarding the provision of guidance and counselling services within the counselling model employed by the Edmonton Catholic School District. A copy of this questionnaire is included in Appendix B (see Staff Questionnaire).

The second questionnaire administered to counselling staff was adapted by the researcher from a questionnaire

developed by the administration of the Strathcona County Public School System for their 1988 review of counselling services. This survey questionnaire was administered to the school counsellors, and was intended to gather data regarding their perceptions of the effectiveness, strengths, weaknesses and outcomes of the school counselling program. Copies of this questionnaire are included in Appendix C (See Elementary-Junior High Counsellor Questionnaire and Senior High Counsellor Questionnaire).

Sample

The subjects for this study were selected by the administration of the Department of Student Services and consisted of the entire population of counselling staff within the Edmonton Catholic School District. The population of counselling staff interviewed for this study included 30 school counsellors and 8 staff members from the Department of Student Services (i.e., behavior management resource counsellors (BMRC's) and school psychologists). Because both school counsellors and student services staff work closely with school staff, but perform different roles and functions, it was necessary to obtain the input of both groups in order to gain a comprehensive picture so that the issues of staff organization and effectiveness could be adequately addressed. Table 1 provides a description of the

sample.

Table 1

A Description of Staff Receiving Questionnaires/Interviewed

Position	Number
School-Based Counsellors	
Cluster Counsellors	6
Elementary-Junior High Counsellors	12
Senior High Counsellors	12
Student Services Staff	
Behavior Management Resource Counsellors	4
School Psychologists	4

The cluster counsellor concept was introduced in 1986. Through this service, a single counsellor provides services to five elementary schools. The role of Behavior Management Resource counsellors is to assist with difficult student behavior. The role of school psychologists is to provide assessments and psychological testing.

Fourteen of the school counsellors were employed in only one school, ten counsellors were employed in two schools, and six counsellors were employed in five schools. Average counsellor to student ratios were 1:2210 for elementary grades; 1:545 for junior high grades; and 1:665 for high school grades.

Additional demographic data (i.e., sex, years of counselling experience, and total years of educational experience) were collected from counsellors prior to each

interview as illustrated in Table 2.

Table 2

A Description of Educational Experience and Counselling Experience of Counselling Staff

			Years of Counselling Experience 1-5	6-10	11-15	16-20	21-25	TOTAL
Educational Experience	Bachelor Degree	Males	3	4	1	-	-	8
		Females	-	2	-	-	-	2
	Grad Diploma/ Bachelor Degree	Males	-	3	2	1	-	6
		Females	2	3	2	-	2	9
	Masters Degree/ Bachelor Degree	Males	-	2	-	1	-	3
		Females	1	2	1	1	-	5
	Masters Degree/ Grad Diploma/ Bachelor Degree	Males	-	-	1	1	-	2
		Females	1	-	1	-	1	3
	Total		7	16	8	4	3	38

Counselling experience of participants ranged from two to twenty-two years. At the time of the study, ten of the staff members had obtained a Bachelor degree, fifteen had obtained a Graduate Diploma, and thirteen had obtained a Masters degree.

An Overview of the Critical Incident Technique

The critical incident technique was first described by Flanagan (1954) and more recently has been described by

Woolsey (1986) as an innovative method of qualitative research. The technique emerged from studies carried out in the United States during World War II by the Aviation Psychology Program. John Flanagan, a member of the program, developed a simple interview technique aimed at gathering facts about specific incidents that were helpful or harmful with respect to designated activities. The first studies done using this procedure were carried out to determine factors that contributed to pilot disorientation, and to determine incidents of effective or ineffective behavior with respect to the mission of combat leadership. The direct factual gathering approach developed by Flanagan proved to be useful for generating lists of components critical for task performance, and was considered to be more helpful than the vague descriptions and generalizations which had previously been used for the selection and training of staff (Woolsey, 1986). Following the war the use of the critical incident technique extended to industry where it was used in a number of areas including: (a) the development of ethical standards for psychologists, (b) the measurement of task proficiency, (c) the selection and classification of personnel, and (d) the identification of factors in effective counselling (Flanagan, 1954).

Due to an emphasis on quantitative studies during the 1960's and 1970's the critical incident technique was not widely used during those decades. Over the last ten years,

however, the critical incident technique has been used to gather data in a variety of areas including group process, work motivation, quality of life, nursing, education, and management.

The critical incident technique is considered to be useful for exploratory work, and for opening and clarifying new domains for further research (Flanagan, 1954; Woolsey, 1986). In a study carried out by Andersson and Nilsson (1964) the critical incident technique was deemed to be both reliable and valid in generating a comprehensive and detailed description of the content domain. This study found that when two-thirds of the collected incidents had been classified, 95% of the content categories had appeared, and that other methods of assessing the same domain added no new information. Woolsey (1986) concluded that the critical incident technique has potential for criterion development in the counselling process, as well as for studying a wide range of other phenomena due to its flexible methodology.

The critical incident technique can be regarded as a useful method of obtaining data regarding occurrences which have happened over a length of time. Salient incidents tend to be recalled clearly by the observer. According to Flanagan (1954) if full and precise details are provided by the observer, it can usually be assumed that the information is accurate.

An incident has been defined as "any observable human

activity that is sufficiently complete in itself to permit inferences and predictions to be made about the person performing the act" (Flanagan, 1954, p.327). The incident is critical when it has had a significant affect on the outcome of the specific situation. The following two principles apply to the use of the critical incident technique: (a) it relies more on factual reports of behavior than on general impressions or opinions, and (b) it includes only behaviors that contribute significantly to the activity.

The following five steps as described by Woolsey (1986) also outline the procedure used in this thesis:
(a) establishing the aim of the activity, (b) setting plans, specifications and criteria, (c) data collection, (d) data analysis, and (e) reporting of the findings. Steps (a) to (d) are described within this chapter, and step (e) is described in chapter 4.

Establishing the Aim of the Activity

The aim of this study was to interview counselling staff in order to obtain their insights about factors that influence counsellor effectiveness. Interviews focused on obtaining the perceptions of counselling staff regarding incidents in which they felt they had a significant impact in their work as well as incidents in which they felt they had little impact in their work, and the specific events

that affected the outcomes.

Setting Plans, Specifications and Criteria

The construction and wording of the interview questions closely followed the guidelines set by Woolsey (1986) in order to ensure as much reliability and validity as possible. The interview questions were reviewed and revised with considerable consultation until they were considered to be clearly stated and would ensure coverage of the desired content. The final copy of the interview questions was approved by the administration of the Edmonton Catholic School District and by the Review Committee before being used for the study. Respondents were not provided with the interview questions in advance in order to allow for spontaneous and original responses to the interview questions.

I was the major observer. Dr. Don Sawatzky and Dr. Bill Hague were present at alternate times during the first day of interviews to observe the process and to provide input regarding ratings of the interviews.

Data Collection

Data were collected through a semi-structured interview method. Interviews were conducted in a boardroom at the Department of Student Services, Edmonton Catholic School Board, over a five day period. Counsellors were assigned

interview times that coincided with their specific schedules. The time interval allowed for each interview was approximately thirty minutes.

Permission was requested prior to each interview to tape-record the interview, since complete content coverage is central to this technique. Participants were informed that only the researcher and her thesis supervisors would have access to the tapes. Tapes were coded by number, and participants were informed that all tapes would be destroyed following completion of thesis work. Any questions that respondents asked about the process were answered. The counselling staff all agreed to have their interviews recorded.

Extra interview forms were prepared in order that short notes could be taken during interviews. Respondents were encouraged to be specific when describing incidents in order to enhance the quality of the information collected. In order to ensure that statements were understood as intended, paraphrasing and perception checking skills were used during the interviews.

Data Analysis

Data analysis for this study was done through the analysis of thematic content, arrived at by inductive reasoning. The tapes were transcribed by the researcher by hand. A computer word processing program was utilized to

type out the verbatim transcripts. The transcripts were analyzed and the critical incidents written up on cards. Using the carded incidents, themes were extracted in order to obtain "detailed, comprehensive and valid descriptions of the activity studied" (Woolsey, 1986, p.248).

Data were sorted according to the following classification system:

1. The carded incidents were classified into one of the two major areas around which the critical incident questions focused: (a) incidents in which a significant impact had occurred, or (b) incidents in which little or no impact had occurred.

2. The carded incidents were then sorted into clusters that grouped together. These clusters centered around the incidents or problem areas identified by counselling staff in which they had an impact or had little impact. In some cases the incidents described by participants could have fit into more than one problem area. In these cases a subjective judgement had to be made by the researcher regarding the problem area into which the incident most closely fit. Each incident was placed into only one problem area. Eight problem areas emerged from the grouped data.

3. The information contained within each of the problem areas was then further analyzed in order to distinguish the specific individuals, events, or circumstances that had made a difference to the outcome of

each situation described. This information formulated the themes. There were a total of 9 themes that cut across Group 1 (i.e., incidents in which an impact occurred) and 8 themes that cut across Group 2 (i.e., incidents in which little impact occurred).

4. The level of specificity to be used in reporting the findings was established by the manner in which the data were classified. Findings are reported under problem area headings since in many instances it was the interconnectedness of several themes that made a difference to the eventual outcome.

Reliability

Upon completion of the classification of the data, an independent researcher who was familiar with the critical incident technique was asked to sort a random sampling of the incidents in order to determine whether the problem area groupings could be replicated. Forty five cards were randomly chosen from the stack of 125 incident cards. The researcher was then asked to read the problem area descriptions and to select the best category for each incident. The researcher was able to classify 41 out of 45 incidents into the same problem area selected by the researcher, thus obtaining 91% agreement.

The Questionnaires

As previously stated, two questionnaires were administered to counselling staff. The data collected from the questionnaires were utilized in this study to support and supplement the interview data.

The first questionnaire (Staff Questionnaire) was developed by the Review Committee established by the Edmonton Catholic School District, and encompassed crucial characteristics of the present counselling model employed by the Edmonton Catholic School District. This questionnaire was designed to gather the perceptions of all staff who participated in the study regarding the importance of and of implementation of specific guidance and counselling services provided by school based counsellors and student services staff.

The second questionnaire (Elementary-Junior High Counsellor Questionnaire/Senior High Counsellor Questionnaire) was adapted by the researcher from a questionnaire that had been utilized for a similar evaluation study carried out within the County of Strathcona. The questions for this survey instrument were originally developed to reflect the guidelines, roles and responsibilities for counselling staff as outlined in the Alberta Education handbook entitled Guidance and Counselling Services in Alberta Schools. The Alberta Education

handbook, along with current research articles related to effective programs criteria were used as references in developing questions related to the intent, delivery, and outcome of the counselling programs for the County of Strathcona.

The questionnaires were utilized for this study with minimal revisions by the researcher. Changes were made where necessary to more closely reflect the counselling program of the Edmonton Catholic School District, and one page was added to the questionnaire to ascertain staff perceptions of the education level necessary for effective functioning in a school counselling role. Consultation meetings were held with Dr. Bill Hague and Dr. Don Sawatzky during the revision stage in order to ensure that questions were clear and adequately addressed the information to be gathered. After the revisions were complete, a consultation meeting was held with an administrator of the Edmonton Catholic School District in order to ensure accuracy and adequate coverage of content. It was decided during this meeting that two separate questionnaires would best accommodate the school types identified within the Edmonton Catholic School District counselling service model (i.e., an Elementary-Junior High Counsellor Questionnaire and a Senior-High Counsellor Questionnaire). Questionnaires were checked for format and comprehensiveness and subsequently approved by the Review Committee before being employed in

the study.

Data Collection

A meeting conducted by the administration of Student Services was held early in December of 1988 to inform counselling staff of the nature and purposes of the evaluation study. Staff were encouraged to ask questions at this time in order to ensure that they had adequate information regarding the review and their involvement in it. Staff were asked to pick up the relevant questionnaires following this meeting, and to return them completed to the interviewer on the day of their interview. I was introduced as the interviewer. Staff who were not present at the meeting had questionnaires distributed to them by their colleagues. The first questionnaire (i.e., Staff Questionnaire) was completed by all counselling staff. The second questionnaire (i.e., Elementary-Junior High Counsellor Questionnaire/Senior High Counsellor Questionnaire) was completed only by the thirty school counsellors who participated in the study. A breakdown of questionnaires returned is provided in Table 3.

Table 3

Questionnaires Returned

Respondents Staff Questionnaire	# Returned/ # Sent out	Percentage Returned
School-based Counsellors	30/30	100%
Behavior Management Resource Counsellors	4/4	100%
School Psychologists	3/4	75%
Elementary-Junior High/ Senior High Counsellor Questionnaire		
School-based Counsellors	30/30	100%

Staff members were informed that questionnaires would be coded with the same number as their interview tape. Respondents were informed that only the researcher and her advisors would have access to the questionnaires, and that the questionnaires would be destroyed upon completion of thesis work.

Data Analysis

In keeping with the qualitative nature of the study, the data analysis was limited to obtaining descriptive statistics.

An analysis of the data from the first questionnaire (Staff Questionnaire) was conducted by the Information Systems Division of Alberta Education. Data utilized for

this study were based on cross-tabulations obtained by counsellor group for each variable.

Data from the second questionnaire (Elementary-Junior High Counsellor Questionnaire/Senior High Counsellor Questionnaire) were entered into the University of Alberta computer system for analysis. Frequency distributions were calculated for all variables. Answers to open-ended questions were grouped under the thematic areas represented by questionnaire items.

Validity and Reliability of the Questionnaires

According to Borg and Gall (1989) content validity is "the degree to which the sample of test items represents the content that the test is designed to measure" (p.250). Three factors contributed to the content validity of the questionnaires utilized in this study: (a) the questions were developed by experts having both theoretical knowledge and practical experience in the areas of educational leadership and/or school counselling, (b) consultation was carried out with at least three experts in the field to ensure that questions were relevant to the topic being investigated and relevant to the respondents to whom they were being addressed, and (c) the researcher, who revised the questionnaires had expertise specific to the content area of this study.

Borg and Gall (1989) define reliability as "the level

of internal consistency or stability of the measuring device over time" (p.257). The establishment of reliability by the usual statistical methods was not carried out. This study must therefore rely upon the content and face validity of the questionnaires and the high response rate which indicated an intrinsic interest in the problem from those asked to respond.

Summary

This Chapter has described the methodology employed in a qualitative study carried out with counselling staff of the Edmonton Catholic School District in order to determine how staff perceive their roles and the factors that impact their effectiveness in their work. The results obtained from the analysis of the interview data and questionnaires are presented in the next chapter.

CHAPTER FOUR

THE FINDINGS OF THE STUDY

This chapter presents the findings of the study, and is divided into three sections. The interview data were the primary data and are presented first. The findings from the first questionnaire administered by the Edmonton Catholic School District (i.e., Staff Questionnaire) are presented in the second section. The third section presents the findings from the second questionnaire (i.e., Elementary-Junior High Counsellor Questionnaire/Senior High Counsellor Questionnaire). The questionnaire data presented were intended to supplement the interview data. Questions selected from the questionnaires were those that added clarification to the information obtained from the interviews.

Interview Data

Data presented in this section were obtained from all counselling staff. Total numbers of counselling staff in each group included: 12 elementary-junior high counsellors, 6 cluster counsellors, 12 high school counsellors, and 8 student services staff members (i.e., 4 school psychologists and 4 behavior management resource counsellors).

Classification of the Data

The incidents described by counselling staff were divided into two major groupings:

Group 1: Incidents in which counselling staff felt they had an impact.

Group 2: Incidents in which counselling staff felt they had little impact.

Each of these groups included eight problem areas identified by counselling staff as areas in which they felt they had an impact or had little impact. The problem areas identified by counselling staff were identical for group 1 and group 2. Following are brief descriptions of the eight problem areas that emerged from the incidents described:

School Problems: problems related to disruptive classroom behavior, achievement, truancy, or placement of students into different school classes or programs

Family Problems: problems stemming from turmoil in the home

Suicidal Students: risk of student committing suicide or a suicide attempt on the part of a student

Sexual Abuse: problems related to sexual abuse or incest

Peer Relationships: problems related to difficulty in establishing peer relationships

Student Pregnancy, Single Parent Concerns: problems

stemming from a student becoming pregnant or problems with returning to school following a pregnancy

Vocational: problems related to vocational issues

Miscellaneous: problems unique to group 1 or group 2.

Problems unique to group 1 (i.e., situations in which an impact occurred) included: death of a family member, depressed student, problems with self-esteem, student experiencing stress.

Problems unique to group 2 (i.e., situations in which little impact occurred) included: student experiencing psychiatric problems and cultural differences.

Each of the incidents described by counselling staff was placed into only one problem area. In some instances, incidents could have fit into more than one problem area. In these cases, a subjective choice was made by the researcher regarding the problem area that the incident most closely fit. For the problem incidents described, counselling staff identified a number of factors that contributed to the eventual outcome. The people, events, or circumstances that made a difference to the outcome in the problem areas identified were grouped according to the following themes:

Group 1 Themes

Counsellor Support: support provided through individual or family counselling, home visits, or by counselling staff serving in an intermediary role

Parent Involvement: involvement and co-operation of parents

Teamwork: consultation or team effort with other staff members including teachers, administrators or student services staff

Resource Agencies: use of resource agencies outside of the school system

Client Motivation: motivation and/or co-operation of students

Follow-up: follow up work on individual cases

Group Counselling: counselling students in group sessions

Assessment: use of psychological tests to assess students

Other Circumstances: included variables that did not fit the themes mentioned above (e.g., student placed on medication, counsellor visibility)

Group 2 Themes

Ineffective Counsellor Support: lack of effectiveness of counsellor support provided through counselling sessions or contact with parents

Lack of Parent Involvement/Co-operation: lack of involvement or co-operation of parents

Ineffective Teamwork: ineffective or sporadic teamwork or lack of co-operation of teachers or other staff members

Lack of Resource Agencies: lack of sufficient resource agencies for referral purposes

Lack of Client Motivation: lack of motivation or co-operation of students

Lack of Time: insufficient time to adequately carry out counselling, consulting, co-ordinating, or follow-up functions

Lack of Adequate Training or Experience: problem beyond the education or experience level of counselling staff

Other Circumstances: included variables that did not fit the themes mentioned above (e.g., circumstances unrelated to actions by counselling staff)

Counselling staff often described more than one theme when relating the circumstances, people or events that contributed to an impact or that resulted in a lack of impact. In this study it was often the interconnectedness of events that led to the eventual outcome. Incidents are therefore reported under each of the eight problem areas.

Table 4 indicates the frequency of specific problem areas in which an impact occurred as reported by counselling staff. Table 5 indicates the frequency of specific problem areas in which little impact occurred as reported by counselling staff.

Table 4

Frequency of Problem Areas in Which Impact Occurred by Participant Group

Participant Group	Problem Area								
	School Problems	Family Problems	Suicidal Students	Sexual Abuse	Peer Rel.	Student Pregnancy	Vocational	Misc.	Total
Elementary-Junior High counsellors	8	6	3	4	3	1	-	1	26
Cluster counsellors	6	3	1	-	-	-	-	-	10
High School counsellors	6	8	2	1	1	2	1	3	24
Student Services Sector Team	7	1	1	-	1	-	-	-	10
Total	27	18	7	5	5	3	1	4	70

Table 5

Frequency of Problem Areas in Which Lack of Impact Occurred by Participant Group

Participant Group	Problem Area								
	School Problems	Family Problems	Suicidal Students	Sexual Abuse	Peer Rel.	Student Pregnancy	Vocational	Misc.	Total
Elementary-Junior High counsellors	10	2	3	-	1	-	-	-	16
Cluster counsellors	3	5	-	-	-	1	-	1	10
High School counsellors	8	4	3	2	-	-	1	2	20
Student Services Sector Team	8	1	-	-	-	-	-	-	9
Total	29	12	6	2	1	1	1	3	55

Table 6 indicates the frequency of themes mentioned by participants as having contributed to a positive impact in problem areas described.

Table 6

Frequency of Themes by Problem Area in Which Impact Occurred

Theme	Problem Area								
	School Problems	Family Problems	Suicidal Students	Sexual Abuse	Peer Rel.	Student Pregnancy	Vocational	Misc.	Total
Counsellor Support	22	13	6	4	3	3	1	3	55
Parent Involvement	11	10	7	3	1	1	-	-	33
Teamwork	16	2	5	3	1	1	-	-	28
Resource Agencies	2	3	2	4	2	1	-	-	14
Client Motivation	1	1	-	1	-	-	-	1	4
Follow-up	1	4	1	-	-	-	-	-	6
Group Counselling	-	1	-	-	2	-	-	-	3
Assessments	3	-	-	-	-	-	-	-	3
Other Circumstances	5	1	-	-	-	-	-	-	6

Table 7 indicates the frequency of themes that contributed to a lack of impact in the eight problem areas.

Table 7

Frequency of Themes by Problem Area in Which Little Impact Occurred

Theme	Problem Area: School Problems	Family Problems	Suicidal Students	Sexual Abuse	Peer Rel.	Student Pregnancy	Vocational	Misc.	Total
Ineffective Counsellor Support	3	-	1	-	1	-	-	-	5
Lack of Parent Involvement/ Co-operation	7	4	4	-	-	-	-	-	15
Ineffective Teamwork	5	2	-	1	-	-	-	-	8
Lack of Sufficient Resource Agencies	4	1	1	-	-	-	-	-	6
Lack of Client Motivation	8	1	-	-	-	1	-	-	10
Lack of Time	3	2	-	2	1	-	1	-	9
Lack Adequate Training	-	-	1	1	-	-	-	3	5
Other Circumstances	1	1	2	1	-	-	1	3	9

Reporting the Findings

Group 1: Incidents in Which an Impact Occurred

School problems. When working with school problems in which they had an impact, counselling staff perceived themselves as being effective most often in working with classroom behavior problems and with placement of students into more suitable programs or classes.

In one case a cluster counsellor described the importance of the counselling relationship in working with a girl who was stuck in a power struggle with a teacher. This counsellor emphasized the establishment of trust within the counselling relationship as an important factor that contributed to having an impact with this student.

> She sensed that I was willing to help her to work on her problem. I built on her experience of success.

Another counsellor elaborated further on the establishment of an effective counselling relationship and also emphasized the importance of recognizing the strengths of the students.

> I can pick up on their strengths and use them to sort out a solution to the problem.

Another cluster counsellor mentioned working individually with a grade three student who was exhibiting disruptive classroom behavior and refusing to participate in any classroom activities. This counsellor found that the student's behavior improved once he recognized that he could

choose optional behaviors (e.g., instead of leaving the classroom during activities, go to a quiet area or come to see the counsellor). This counsellor also worked closely with the parents and teacher.

> They were receptive to my feedback and put my suggestions into practice.

Several high school counsellors also described working individually with students to help them resclve school problems. One counsellor described a situation in which a grade ten student was referred by a teacher due to behavior problems. This counsellor worked individually with the student over a two-year period. A crucial time for this student was when she began to generate alternative solutions and to recognize that she could make choices about her behavior.

> By the time grade twelve came she had become a different person. I think the insight that she has and the skills that she gained will carry through into her life. I felt very good about the time invested, the trust established and the turnaround in her.

Participants also spoke about the impact brought about through the involvement of others, particularly parents, and also about various ways of involving them.

> In junior high there is often a communication breakdown, so it is helpful to have the parent involved. I can mediate the communication channel. I usually give the student the assignment of going home to talk to the parent. I let them know I am going to call the parent and ask them how they feel about it. This usually generates

interaction at home.

A member of the student services staff talked about the benefits of solving the problems within the environment of the classroom. She described an incident in which a grade one student was acting out in class. After observing the child in the classroom and gathering information concerning the family, this staff member discussed a possible intervention with the teacher.

> The teacher followed the suggestions. I went out a week later and things had improved. In this case it was nice to have a teacher who tried the suggestions and also gave feedback that it worked.

A high school counsellor further emphasized the increased impact that results with the use of teamwork. In working with a student who was behaving aggressively in the classroom this counsellor had found it helpful to explain the teacher's perspective to the student and also to consult with the teacher.

> Sometimes the teachers can soften their approach. It is hard when working with a large group to recognize how sensitive some students are.

Counsellors emphasized teamwork with other school staff, particularly teachers, in solving behavior problems at a high school level.

> I am only part of a team. The teachers do a lot behind the scenes, supporting and helping. The attitude of the teachers play a big part.

Counselling staff also related having an impact in a

number of cases where students were placed into special programs suited to their individual needs. One elementary school counsellor described an incident in which she was able to effectively co-ordinate a referral of a student who was underachieving to a more suitable program.

> I tried to involve as many people as possible who could help in taking this situation and doing something with it.

In this particular case, a teacher had referred the student to the counsellor. The counsellor co-ordinated the involvement of various specialists, including the student services sector team members, principal, vice principal, and the parents. After having an assessment done the problem was discussed with the parents and team together, and a recommendation made.

> The student was then able to cope with school and have some hope of success. The parents felt relieved that their child received some help.

In this case a number of variables contributed to the eventual impact, but the counsellor pointed out that co-operative teamwork had been very important to the outcome.

A cluster counsellor described a situation in which a grade two student was promoted to grade three because of her maturity level. This counsellor also emphasized the contributions of team members, including the mother, the student, the principal, the consultant for gifted students, and the counsellor.

Another counsellor related an incident in which he had

a positive impact with an elementary student who was having temper tantrums in the classroom and daily power struggles with the teacher. This counsellor involved the student's mother by first visiting the home and then continuing with regular counselling sessions with the mother and student. The eventual outcome in this case was that the student was placed in another school which was more suitable for him and his behavior improved considerably.

In a similar situation a counsellor described counselling a student and his mother for one and a half years. In this case, ongoing teamwork also played an important part in the outcome. This counsellor worked closely with student services staff who provided an assessment, and also consulted with a psychiatrist. Eventually, the student was placed into a specialized residential program. The counsellor emphasized that the change in environment for the student had been an important factor in bringing about a positive outcome.

> Things turned out well for both the student and his parents due to a change of environment. He did not want to live at home.

A cluster counsellor reported working with an elementary student who was behaving badly in the classroom and was also a low achiever. In this case the counsellor involved a psychiatrist who placed the student on medication for an attention deficit problem. The counsellor stressed the turnaround that occurred after the student was placed on

the proper medication.

> He is now achieving well and is not being ridiculed by the other students. He feels good about school, himself and his report card.

Student services sector team members also contributed their perspectives about the importance of teamwork in having an impact when presented with placement problems. Several of these staff members talked about the usefulness of a collaborative teamwork model in increasing their effectiveness. Some staff members felt quite strongly that in some cases teamwork had produced more effective results for them than doing assessments.

> We try to work out strategies that do not require assessment. Team communication is very important.

This staff member explained that in using the consultation model, the case is first evaluated by a member of the student services staff in order to determine the required action. The appropriate team members are then involved in order to reach a decision about the particular case. Team members consist of student services staff, administrators, school counsellors, teachers, parents or other relevant professionals. Meetings are conducted after school hours so that all the necessary people can be present.

Another sector team member further elaborated on the benefits of collaborative consultation.

> There is your own peer group pressure to

> achieve the goals as well as the school's. Everybody rises to the occasion to do their best. Some parents have stated that their child was always perceived as possessing a problem. When we look at the case in a total way, part of the problem could be in the curriculum, or in the child's particular characteristics or in the social circumstances. Also, there are medical and historical factors that must be integrated with the total picture.

Other sector team members described the impact that they have had in carrying out assessments. In one case a junior high student had been referred due to learning problems and was suspected of having below average ability. A request was made by the teacher for placement of the student into a class for below average learners. An assessment indicated that the student presented greater potential than had been recognized by the teachers.

> By doing assessments I am usually able to provide the parent or teacher with additional information that is helpful. They are usually very positive and receptive to the information.

In the above case, the assessment resulted in a changed perception of the student's capabilities, and an attempt by the teachers to look for different ways of working with him.

Another sector team member also described having had an impact by bringing in additional information in working with a hyperactive child. After an assessment this staff member advised the parents to see a physician regarding their son's behavior. The outcome was that the child was placed on medication and was able to settle down and work.

> Sometimes I have seen it entirely turn their lives around when they get the proper medication.

In summary, when working with children experiencing school problems, the major themes raised by counselling staff included counsellor support, teamwork, and parent involvement. Other variables that contributed to an impact in this problem area included use of resource agencies, particularly psychiatrists and physicians, and other circumstances such as change of environment, or a student being placed on medication.

Family problems. Counselling staff felt that they often had an impact working with students when their problems were stemming from turmoil in the home. An important factor that contributed to effectiveness in this area was the support provided by the counsellor to students and parents. Counsellors talked about being supportive in a number of different ways.

One counsellor related an incident in which a junior-high school student was referred to her because she refused to return to her home. She counselled the student and her family to work out an amicable solution. This counsellor pointed out the benefit of the counselling sessions in allowing the student to express her feelings to her parents about the situation.

> My main objective was to help the young girl through this period of time in her life without too much upheaval. With

this I was successful.

This counsellor also expressed concern about ensuring that the family not be alienated. The outcome of this situation was that the student went to live with a relative, and in this case the arrangement so far has worked out well.

Another counsellor pointed out the benefits of the non-threatening atmosphere that is provided within the counselling sessions, as well as the importance of the counsellor being there as an objective listener to really hear the student's and parents' perceptions of the particular problem.

Still another counsellor discussed having an impact in a situation in which a junior high school student had run away due to problems in the home. Again this counsellor felt that the major factor that contributed to his effectiveness in this case was the work with the student and parents together.

> I understood him and I was able to communicate with the parents who began to understand the child better.

This counsellor described his role as an intermediary between the child and parents, and stressed the importance of parental involvement in bringing about improved family relations. In this case the counsellor mentioned having spent many hours on the telephone with the parents before things began to fall into place.

Another counsellor stated that she views her role as a

support person as being particularly important in cases where the home situation cannot be changed. This counsellor felt that an impact can often be made in these cases by encouraging the student.

> If I can make a child feel important for one and a half hours then I think I've really accomplished something, because maybe when that child goes home nobody listens. So just listening is a major part of my role; there's not enough time to listen to everybody who needs to be listened to.

A cluster counsellor spoke for a number of other counsellors in a statement she made about working with family problems.

> My biggest impact when it comes to individuals is reaching out and going to their home. The families often do not feel comfortable coming to the school.

This counsellor described visiting the home of an epileptic student who had been ostracized by the other students. In this case the mother was suicidal and the father was agoraphobic. This counsellor felt able to help by taking command of the situation and providing consistent support to the student and to the family. In this case the counsellor stated that by understanding both the school problems and family dynamics she was able to be more effective.

Another cluster counsellor described working with a single parent family in which a mother was very protective of her daughter because of sexual abuse of the daughter that

had taken place many years ago. As a result, the student was unable to become independent. This counsellor felt that in addition to counselling, putting this family in touch with supportive community agencies contributed to her effectiveness in helping this family to establish healthier boundaries.

In another situation a cluster counsellor worked with a mother and student after the father attempted suicide. This counsellor described the importance of encouraging the family to receive therapy.

> I don't have the background to adequately deal with this case. I think the whole family should be involved in therapy.

In this case the counsellor served as a liaison by connecting the clients with a family therapist.

One member of the student services staff stated his frustration at being unable to do much family counselling due to time constraints.

> When I began I did a lot more counselling of families. Sometimes parents have personal issues they must work out before they are able to improve their parenting.

This staff member pointed out that bringing about change in the family situation is often dependent upon the willingness of the significant adults within the child's life to make behavior changes.

Another student services staff member described her feelings about the importance of parental co-operation in

bringing about positive results.

> If you get a parent on the phone and they say "tell me what I can do", and they try it out and they stay in communication with the school, it's wonderful. If our referrals were lower we would do more conferences with parents.

High school counsellors described some other issues that arise in counselling when students have unstable home environments. One counsellor, for example, stated the importance of hearing both sides of the story in a conflict situation.

> Oftentimes the student's perception of justice is very different from that of the teacher or parent so it is important to help them see the other's point of view.

Another high school counsellor described a case in which a student was on the verge of leaving home due to family conflict. The counsellor provided support to the student and also helped her to recognize the possible consequences of her choices. The outcome was that the student did leave home with the help of social services. In this case, the counsellor described his ongoing work with this situation, and stressed that follow-up phone calls are an important part of having an impact in cases where students or families are referred to agencies outside of the school.

In another situation a high school student was involved in taking drugs and began living on park benches. The

counsellor worked individually with the student after the family refused to become involved. This counsellor stressed the importance of the student's own decision to take charge of his life rather than focusing on aspects of the family situation over which he had no control.

> Being there at the time when the young man decided to take charge of his life was significant. I helped him to recognize that the situation he was in was one he could do something about. He started to move forward rather than spinning his wheels.

The outcome was that the student took control of his life and successfully finished high school.

Overall, the major themes stressed by counsellors in working with family problems included counsellor support and parent involvement. Counsellors also described other themes such as follow-up work and use of resource agencies as being an important part of their ability to be effective in dealing with some family problems.

Suicidal students, sexual abuse. In working with crisis situations including risk of suicide, attempted suicide on the part of students, or sexual abuse of students, counselling staff often described the importance of a combination of factors or the interconnectedness of events, individuals and circumstances in bringing about a positive outcome.

One counsellor, for example, described a situation in which a grade eight student had attempted suicide. The

counsellor described the student as being very desperate when she finally made an appointment. He first worked individually with the student to gain an understanding of her distress. He also involved resource agencies in order to provide the student with additional support during her time of crisis. Crisis line counselling seemed to be helpful for this particular student. The counsellor also suggested that the family become involved in therapy outside of the school, and they followed his suggestion.

> They discovered that this little girl needed more structure, and that they were doing too much for her. When she ran into a situation that presented her with problems, she didn't know how to cope.

The counsellor felt that the parents' willingness to become involved, and their resultant increased understanding of the problem were important variables in bringing about an impact.

In another case where a junior-high school student threatened to commit suicide, after working with the student individually for some time, the counsellor invited the parents in and found that this intervention resulted in a positive change in the father-son relationship.

> It feels good when I express a concern to the parents and they do something with it. I can only present what I see as a concern, and if the parents look into it and are willing to get some help for the family it feels really good - you can see a turnaround.

Another counsellor who worked with a junior high school

boy who was extremely depressed and at risk of suicide, found that the work done during individual sessions resulted in an impact. This counsellor worked intensely with the student using artwork, dreamwork, and self-exploration. In addition, this counsellor was also able to gain the support of the family. Together these factors resulted in a positive shift for the student.

A student services staff member also described a case in which a junior high school student was referred to her after a suicide attempt. In this case, the staff member attributed the positive outcome to people who worked effectively together including the teacher, parents, social worker, and herself. This student was placed into a group home for a period of time, and has now returned to her own home.

> She felt there was hope. She turned right around this year in the way that she sees life, and now has control over her own life. It could not have been done without the people involved working very well together.

Another counsellor further elaborated on the value of teamwork in working with students for whom there is a risk of suicide.

> Shared responsibility is helpful, especially in difficult situations. If we agree on the same things and the parent does not respond, then we've done what we're supposed to do.

In working with cases of sexual abuse counsellors also often described a combination of themes.

One counsellor described a case in which an elementary student revealed to her that she was being sexually abused. This counsellor viewed her visibility to the students as having been an important factor in the reporting of the abuse by the student.

> I was really open with the students and spent a lot of time with them at recess. They got to know me as a kind of friend. They could talk and laugh with me.

This counsellor also contacted the police about the abuse, and worked closely with the family in order to resolve the issue.

In another case where a student was being sexually abused by a family member, the counsellor felt that he had an impact by working with the student individually to help her not to blame herself. This counsellor also stressed the importance of working closely with the teacher, administrators, the social worker, and the police.

Some counsellors described the complications that arise when working with family members in the case of sexual abuse or incest. In one case a counsellor had problems dealing with a student's grandparents who became very angry at the student for reporting the abuse. In another case, it took a long time to have any impact because of the denial on the part of the parents.

In some cases where sexual abuse had occurred, progress was very slow. Several counsellors talked about the importance of noticing small gains and recognizing that an

impact may have occurred even though the problem has not yet been resolved.

> The student came in today and was more quiet and relaxed. She really talked. I felt good about that. She has a sense that I will support her in her decisions.

This counsellor is moving forward in her work with the student despite hesitations on the part of the family to become involved.

Overall, in working with cases of sexual abuse or students for whom there was a risk of suicide, participants often related their effectiveness to a combination of factors, particularly counsellor support, parent involvement, teamwork, and use of resource agencies. Counselling staff stressed the importance of having others involved in dealing with crisis situations. One counsellor summed this up.

> It is helpful to involve people who are more experienced and to have support from colleagues. Even to be able to call on them for ideas or for their opinion is really helpful.

Peer relationships, student pregnancy, vocational, miscellaneous. In working with the problem areas listed above, participants stressed individual counselling, and in some cases group counselling or other interventions utilized in conjunction with individual counselling to bring about an impact.

One counsellor, for example, described a situation in

which a grade eight girl came to see him because she was having difficulty with peer relationships. This counsellor worked individually with the student to explore the issues that were contributing to her negative feelings. Although the counsellor felt effective in working individually with this student, he also expressed some regret about being unable to do more work with her.

> I wish I could have more sessions but that's not possible. I may see a certain student six or seven times. It's sad because I have established that trust and rapport and things can progress. Then I have to make a referral.

Another counsellor also expressed the concern that he often has insufficient time to do all that he would like to with students experiencing problems with peer relationships. This counsellor described having an impact despite lack of adequate counselling time.

> My way of dealing with the lack of time is to try to bring in resource people as much as possible to consult with or to run a program with our students.

This counsellor described a study buddy program in which university students come to the school to work with students as volunteer tutors and also to help the students develop social skills. He pointed out that the help of resource people to carry out preventative programs such as this one can have positive results for many students simultaneously. In addition, this counsellor pointed out that such programs have cut down on the individual

counselling time required for the students involved.

Another counsellor described group work he had done with high school students experiencing problems with peer relationships.

> They would often drop in at noon hour and I'd finally get them to the point where they were comfortable with one another. We would just talk about ordinary things and they would give one another feedback and support one another, even in their strange behavior.

A member of the student services staff described having had an impact with high school students with whom she had done group counselling work several years before and expressed her joy at still being visited by these individuals. This staff member talked about the value of being available as a counsellor, and of having an open door policy with students. She further expressed concern that the number of crisis cases that occur, and the severity of them often prevents counsellors from being adequately available to students to do work of this nature.

In dealing with issues concerning a student pregnancy, counsellors also emphasized their role as a support person, in combination with the involvement of others. One counsellor described working with a high school student who became pregnant but was afraid to tell her parents. The counsellor provided support through individual sessions with the student and also by visiting the home and talking with the family.

> The student stayed in school until three weeks before the baby came. She felt accepted and came back to finish school the next year.

In this case the counsellor viewed the support provided by herself as an important variable in the outcome.

Another counsellor worked with a student who wished to return to school after having her child. This counsellor ensured that the student had a support system in place to help her to manage her school work and the baby by contacting the necessary resource people.

> At the same time she took responsibility, decided that school is going to work, and was willing to pay the price to make it work. She is having a great year. She will make it through high school.

This counsellor stated that, in addition to the support provided to students by him, an important part of having an impact for him has been in working with students to take responsibility for their own lives.

Another counsellor described having had an impact with a student in helping her to establish a career direction. This counsellor worked individually with the student to help her sort out her feelings and emphasized the encouragement that he had provided to this student.

> She is now in her fifth year of religious life. She keeps coming back and saying that I was instrumental in her decision to enter religious life.

One counsellor described having had an impact by doing individual counselling with a student experiencing severe

stress. This counsellor helped the student to plan strategies that could be used when she became stressed by teaching her time management skills and the use of visual imagery.

> She came back to tell me what worked and what didn't, and how she felt about it. There is a change in her ability to cope with stress from the time she began. She uses a lot of the strategies when I'm not around.

Another counsellor reinforced the above statement when he described having had an impact with students who have low self-esteem.

> I focus on the fact that they have within themselves what it takes to be successful. It is important to really be in touch with what they are telling me about their concerns, asking them to try certain things out, give me feedback, reinforcing successes, checking results. They will continue to work from their successes.

In summary counselling staff described counsellor support provided through individual counselling as the major event that contributed to having an impact in the above areas. Counsellors talked about a number of strategies used by themselves during sessions, including helping students to put their problems into perspective, teaching practical skills such as time management, focusing on individual strengths, reinforcing successes, and most importantly, being a good listener. One counsellor spoke for a number of others in making the following statement.

> Generally the times I've made the greatest impact I wonder what I've done. Sometimes I feel like I happened to be there at the right time to listen.

Group 2: Incidents in which Little Impact Occurred

School problems. In working with school problems for which they had little impact, counselling staff perceived themselves as being least effective with truancy problems, low achievement, and classroom behavior problems.

Truancy problems resulted in a lack of impact most often for high school counsellors and student services staff. One counsellor described working with a high school student who was not attending classes and therefore was asked to leave school. The student's mother came to the school to speak to the counsellor. The outcome was that the student returned to attend classes. In this case the counsellor stated that although the student had returned to school he felt he had little impact.

> I didn't do a lot in this situation. The boy and mom are a lot alike in attitude. We have given him another chance, but he will probably blow it and be out again next week.

A sector team member described a case in which he had worked with a junior high school student who was not attending school. This staff member described several interventions including counselling the student, consulting with the mother, and visiting the home.

> The mom did not have the ability to discipline her child to come to school. It is necessary to work through the parent, but in this case the parent had no effect on the child.

This staff member viewed the lack of effectiveness in this case as being related to the lack of commitment on the part of the parent to make any changes.

Two other high school counsellors described similar situations in which lack of attendance was the problem. In both cases the counsellors had consulted with the teachers. In one case, although the student was given permission to return to the school, no behavior change occurred and the student was again asked to leave. In the other case, the counsellor worked individually with the student, but lack of attendance was a continuing problem.

> I have not been effective with her. I may not be being directive enough with her. I don't think I've helped her to see things more realistically. I have talked to the mother on the phone and the teachers have been involved.

Another counsellor also talked about his lack of success with students experiencing truancy problems.

> Sometimes it is hard to gain their trust, they have had so much lack of success. Sometimes they see me as just another school authority. It is difficult to try to get them to consider another possibility.

Still another counsellor described her surprise at finding out that a student she had been working with had been asked to leave the school.

> Last week a boy was kicked out of school. He was living with his grandparents and had a contract with me. I thought he was doing quite well and suddenly he was kicked out.

This counsellor expressed feeling a lack of impact due to a lack of communication between herself and the administration regarding the student's continued truancy.

Counselling staff also described having little impact with some students who are receiving low grades or who are poorly motivated to do their school work. One counsellor described a case in which a student was failing in school. This counsellor consulted with the parents as well as with student services staff in order to have an assessment done. The assessment revealed that the student had the ability to do better work. Although the counsellor worked individually with the student, her marks did not improve and the parents chose to enroll her in a different school. The counsellor felt that having little impact was related to a number of variables.

> The parents agreed that she could stay after school to do her work. She did not manage to have her work done. The teacher did not check to see whether the assignments were done. The parents did not follow up with the teacher. The time I was there did not allow me the consistency to help the teacher to focus on the critical issues. Consistency was really important for that little girl.

Another counsellor described a situation in which he worked with a student whom he described as healthy and reasonably happy at school, but who was failing badly at all

his courses. In this case the counsellor used a number of interventions. He worked with the student individually using behavior modification techniques and consulted with the parents. He also consulted with a psychiatrist to obtain further expertise. Despite the time and energy provided by the counsellor and several other individuals, the situation did not change.

> I can't seem to find the switch to turn him on. He is not interested in receiving counsellor help. He must be pulled in reluctantly. There just seems to be this tremendous talent going to waste. It is frustrating.

Other counsellors described feeling frustrated when achievement problems reoccur after improvement has been shown by the student. One counsellor's statement reflected the perceptions of several others.

> I then try to replay the situation and think what else I could have done, and then ask if we could try another approach. Often there is not another approach because everyone was trying except for the student. The student was uninvolved while everyone else was turning cartwheels.

Counselling staff also described having little impact in some cases where students were experiencing classroom behavior problems. One counsellor described several obstacles that resulted in her having little impact with a student who was attending individual sessions with her and also seeing a probation officer. In this case the counsellor was placed in two schools. While working in the

alternate school the counsellor had received a call from the probation officer regarding the student. The counsellor was unable to see the student until she returned to the other school.

> I wanted to speak to the child before getting back to the parent, but I wasn't in that school Friday, so I had to wait until today. In the meantime, the kid beat up his mom again.

This counsellor stated that having little impact in cases that she has worked with has often been related to lack of time to immediately follow up on problems due to the large caseloads that result from being placed in two schools.

> The lack of consistency draws things out for a longer time and really puts a lot of pressure on the teachers and administration.

Another counsellor described a case in which two students were referred to him by a teacher due to classroom behavior problems. The counsellor consulted with the teacher and worked individually with each of the students. This counsellor stated that although both students were having difficulties, they were not of a serious nature. In this case the counsellor described feeling very shocked when the two students later committed a very serious crime. The following comment reflects this counsellors thoughts about this situation, and also reflects the statements made by several others.

> So in the end you start to say to yourself "Well what if I'd spent more time with these two people, done more, got to know them better." That's the most common frustration. There are so many things you could do, and you don't have the time to do them.

Other counselling staff described having little impact with behavior problems due to the limited resources that exist. One student services staff member described a case in which a student had moved to Edmonton from another province and required a special placement.

> We had to place him but we don't have a behavior program for kids in junior high. We placed him in a regular classroom. Things seemed to be going well and then suddenly he was suspended again.

Another student services staff member also described lack of availability of treatment programs as being a major issue that results in little impact occurring with children experiencing behavior problems.

> We can diagnose the needs, but it's hard to get treatment. In the schools we're trying to do more and more because we can't get a lot of children to outside agencies due to parents who don't follow through. There are just not enough facilities out there.

This staff member along with several others, expressed reservations about the integration of students experiencing major behavior problems into regular classrooms. Counselling staff expressed concerns about the time and energy required by teachers to deal with these individual problems while simultaneously trying to teach other children

in the classroom. Some participants described situations in which communication breakdown between teachers and themselves had resulted in a lack of impact. A sector team member who had made a recommendation to a teacher about a student with behavior problems made the following comment.

> Following recommendations may be difficult for teachers because often they are faced with doing things that may be difficult in classroom situations. Teachers sometimes feel overwhelmed and unable to do this.

Another member of the counselling staff stated in some cases where he has spent many counselling hours talking to students experiencing behavior problems, there has been little change and the student has been asked to leave the classroom.

> Often the breakdown comes when I try to get feedback from the teacher about why the student left the classroom and why I wasn't informed. The teacher may have been busy, or in some instances didn't really care.

Counselling staff also expressed concern over the increasing numbers of children experiencing behavior problems.

> There are not enough people to do an adequate job; not enough in the school system and not enough outside services. We have an excellent array of programs in our system, but many children are on waiting lists and as they wait the behavior problems grow and become worse behavior problems.

Overall, in dealing with school problems, the major factors that resulted in a lack of impact were lack of

client motivation, lack of parent involvement, ineffective teamwork,lack of sufficient resource agencies, and lack of time.

Family problems. Counselling staff recalled several incidents in which they felt they had little impact when the student's problem was related to a disruptive family situation. One counsellor stated the following point of view.

> I have little impact when the problems largely stem from the home. I am seeing the tip of the iceberg and the iceberg needs to be looked at. Unless I can get family therapy sessions going I have little impact.

Other counsellors talked about the difficulties that can arise in working towards this goal. One counsellor described a situation in which she had reported a case of physical abuse to the police. This counsellor worked with the student individually as well as with the mother. The counsellor stated that her attempt to put the parent in contact with the resource agencies that would be helpful to her were perceived by the mother as interference with her parenting. The outcome was that the mother refused to seek help and withdrew her child from the school. The counsellor made the following comment.

> She (the mother) either didn't want to do the work to change or lost strength. She didn't follow up. The most frustrating ones are those who leave the school, because then you have absolutely no touch with them.

This counsellor also stated that a lack of time had prevented her from providing the mother with adequate personal contact in order to ensure that the mother recognized her intention to be helpful.

Another counsellor described having difficulty in making referrals for family counselling due to long waiting lists.

> There is a real lack of good referral resources that will take people quickly. I know of wonderful counsellors but a lot of people cannot afford their rates. The families must go somewhere where the wait is six to seven weeks. If there is a serious family problem, they cannot wait that long.

Another counsellor described working with a junior high student whose father was drinking excessively and verbally abusing her. Although the parent was willing to come into the school, the counsellor felt she had little impact when the parent became defensive and walked out of the counselling session.

> It is frustrating to let go knowing that life will be very difficult for the child. The role model is so close to the child and if he has distorted views on life the child absorbs it. It impacts the child's philosophy of life and self esteem and it takes so much longer to work with them.

A member of the student services staff elaborated further about the lack of impact that results when families are not ready to acknowledge a problem.

> Sometimes families think it is the child who needs help and do not realize that

> what they are doing has a great influence on the child. When people are stuck in rigid behavior patterns and the way they approach the child remains the same, I then find it futile to work in isolation with the child.

This staff member pointed out, however, that action can be taken by the school despite lack of co-operation from the parents.

> In these cases we can draw a line between the home and school, clearly let the child know what is expected at school. By setting limits and helping the child to follow through we can do quite a bit.

Several high school counsellors described having little impact with family situations in which parents call or come into the school to consult about their child's problem with the counsellor, but are unwilling to accept the suggestions provided. One counsellor described a situation in which the parents came in because they were unable to control their child's rebellious behavior. In this case a counsellor suggested several possible interventions.

> The parents didn't want to change. No matter how much we talked it was sabotaged with yes, but.... . They wanted things to change without making changes. They wanted a magic solution to the problem.

Counselling staff also described having little impact when students are unmotivated or are not co-operative. A cluster counsellor described a case in which he worked with a grade nine student who was being verbally abused by an alcoholic father. In this case the student was unwilling to

have her father come in. The counsellor viewed the lack of impact in this case as being related to the fact that the student had unrealistic expectations and wanted the father to move out of the home rather than working together to resolve the problem.

Another high school counsellor described a case in which a sixteen year old student had left home and was living in an abusive relationship with an older man. In this case the parents felt helpless to do anything and requested the counsellor's help in determining a solution. The counsellor worked with the student individually and also offered to put her in touch with other resource agencies. The outcome was that the student left school.

> She was not ready to take advantage of the help that was available either from me or from another agency. She will know where to go when she is ready.

Some counsellors related their difficulties in dealing with cases in which parent expectations differ from those of the school staff. One counsellor pointed out the discrepancies that exist in parent interest and expectations.

> Quite often I go into the classrooms to meet with the students and identify situations that I can help them and the parents with. We talk about report cards and the response they get at home; a lot of parents don't care too much.

The same counsellor talked about having little impact in cases where parents have unrealistic expectations.

> A lot of times parents are looking for something to be done and I don't think anything needs to be done. For example, a student may be working well according to the teacher, but the parent is unhappy with what is happening in the school. I see the student and wonder why I am talking to him.

This counsellor talked about the importance of follow up with parents in such cases in order to clarify goals and establish a co-operative effort.

One counsellor described her frustration with being unable to have the impact that she would like to in working with family problems.

> I don't always have the time to see cases as long as I would like because I always have other work to do and crises keep coming up. There is a phenomenal amount of work to do lots of family breakups. I end up only taking the cream of the work. There are some cases I really feel are being neglected.

Overall, in working with family problems for which little impact occurred, counselling staff stressed a lack of parental involvement or co-operation as a major theme that resulted in a lack of effectiveness in this area.

Suicidal students, sexual abuse. Counselling staff related having a lack of impact in several crisis situations in which there was a possibility of suicide or in which sexual abuse was the problem.

One counsellor described a case in which a junior high school student was referred by teachers who perceived her as being very depressed. The counsellor met individually with

the student and then contacted the parents regarding her concerns. She suggested to the parents that they seek medical advice from a physician. The parents did not follow-up with the counsellor's suggestions.

> The mother refused to carry through. The girl has attempted suicide since and is now pregnant. The parents in this case were unwilling to carry out their role.

This counsellor went on to say that despite the lack of parent involvement, she maintained contact with the student to provide support.

In another case, a counsellor worked individually with a junior high school student who had attempted suicide several times. The counsellor described this student as also having low self-esteem and problems with peer relationships. This counsellor also expressed having little impact when the parents refused to become involved.

> I was able to help her a bit but felt ineffective with her parents. Anything I suggested was not carried through with. The parents felt that it was her problem, not theirs. We are still involved. She attempted a drug overdose recently.

Another counsellor described working individually with a student who was taking drugs and had a plan to commit suicide. The counsellor stated that the student had no support from home. After one of his individual sessions, the student returned home to talk to his mother.

> She came back with him the next day. She told him that he is a baby and needs

> to smarten up and act like a man. I see a lot of mood swings in this individual. I feel helpless about getting him to see himself this way.

In this case the counsellor accompanied the student to another resource agency where he could receive the necessary help.

Another high school counsellor worked with a student who was very depressed. This student disclosed that he was having violent suicidal fantasies. The counsellor felt that this case was beyond her capabilities.

> I called Student Services but they could not refer for two weeks. He needed immediate help so I got him an emergency session. He was hospitalized, then returned to school, but he was still depressed. He was very bitter about the hospitalization and told me that he wished he had never come to see me.

In this case the counsellor stated that she had put in a lot of energy but felt little impact when the situation did not improve for the student.

Two high school counsellors described having little impact with situations in which sexual abuse had occurred. One counsellor described a case in which a student was being sexually abused by her father. The counsellor worked individually with the student and reported the abuse to the appropriate authorities. In this case, a social worker and psychologist also worked with the student. The outcome was that the student did not testify against her father because of her fears and he continued to sexually abuse her.

> She came back to me six months later and asked to be removed from the home. She needed more help than I could give her. She was put into a foster home, ran away and ended up on the street.

In this case the counsellor described a lack of effective teamwork as being one of the variables that had contributed to the lack of impact. She felt that an impact might have occurred if there had been more time and better co-ordination of efforts between the professionals involved.

Another counsellor described a case in which a student had been raped. In this case the counsellor was working in two schools, and was at another school on the day following the incident.

> When she (the student) came to see me she was really angry because I was not there the next day to provide support. I felt it was too late. I had little impact. I was not there at the right time.

The counsellor stated that she has less impact due to being in the school only two or three days per week. She stated that students must often resolve problems alone because she does not have sufficient time or is unavailable when problems occur.

Overall, in working with problems of sexual abuse or students for whom there was a risk of suicide, counsellors emphasized lack of parent involvement, lack of time, and lack of adequate training as major factors that contributed to a lack of impact in these areas.

Peer relationships, student pregnancy, vocational, miscellaneous. In working with the problems areas listed above, counselling staff described a number of variables as contributing to their inability to have an impact.

In working with a junior high school student who was experiencing problems with peer relationships, one counsellor described having little impact after several individual sessions with the student. Although the counsellor anticipated change, in this case the student remained isolated and without friends. This counsellor stated that he did not feel effective in the support that he had provided to the student during individual sessions, and also that a lack of time due to crisis situations prevented him from spending adequate time with this particular student.

Another counsellor described having little impact with a student who became pregnant while attending school. The counsellor worked individually with the student and a decision was reached that the student would continue her course work through correspondence. The outcome was that the student dropped out of school, did not follow through with taking correspondence and decided to remain home with the baby. The client was not motivated to continue with school.

A high school counsellor described having little impact with vocational counselling. He stated that although the

counsellors in the school have made a special effort each year to visit classrooms and talk to the students about career and scholarship information, they have had very little response from students regarding these issues.

> I get discouraged when I know that forty percent of the students will have trouble getting into post secondary education or finding a job. Sometimes I see capable persons who are drifting and don't seem to see the reality of the world. It is hard to get them focused.

This counsellor stated his frustration with having inadequate time to sit down individually with students to discuss career concerns and scholarship applications.

Another high school counsellor described having little impact with a student who had long term psychiatric problems. In this case the counsellor stated that the student's problems are beyond his capabilities.

> He is someone I will never help. He will always be on the edge of institutionalization. It is frustrating that he will never get healthy.

Another area in which some counselling staff expressed having little impact was in working with different cultural value systems. One counsellor described working with a native girl who had a baby and was attending school. In this case the girl's father was alcoholic and periodically spent time in jail. This counsellor described having little impact in this case despite having given the case a lot of time and energy.

> I feel ineffective with the native population. There are so many other factors involved, it's very difficult. I very seldom feel effective, except in small increments.

Another counsellor described having little impact in dealing with a native student who was obtaining money through prostitution.

> In dealing with the native students I get very discouraged. I always go to bat for them, I see patterns there, but I am not nearly as effective with the native student. The lack of impact in this area seems to be their different value systems. You are powerless to work against the patterns developing, but also powerless to work with them.

Counselling staff who described having little impact with native students described having a lack of adequate training to work effectively with the philosophies and values of native people and expressed a desire to receive training that would be helpful in teaching them work more effectively with this cultural group.

This section presented the interview data which focused on the perceptions of counselling staff regarding incidents in which they had an impact or had little impact. The next section presents findings from the Staff Questionnaire that supplement the interview data.

Staff Questionnaire

This questionnaire was administered by the Edmonton Catholic School District and was completed by all groups of counselling staff. Two parts of this questionnaire were included in this study. In the first part counselling staff were requested to rate the importance of specific counselling, consulting and co-ordinating functions and the degree to which these functions are currently performed within their schools. In the second part counselling staff were asked about their perceptions regarding the provision of guidance and counselling services to their schools. Data are presented by counsellor group, and are based on the returned questionnaires of 12 elementary-junior high counsellors, 6 cluster counsellors, 12 high school counsellors, and 7 student services sector team members. Number of responses to items varied, and are presented for each item by participant group.

Staff Questionnaire - Part I

Counselling Functions

The three major counselling functions of the school counselling program as outlined on the Staff Questionnaire included: personal/social counselling, educational counselling, and career counselling. Staff were asked to rate the degree of importance of each of these functions and

the degree to which each function was being implemented within their schools. Table 8 presents respondents' perceptions regarding the degree of importance of each function, and Table 9 presents respondents' perceptions regarding degree of implementation of each function.

Table 8

Perceptions of Counselling Staff Regarding Degree of Importance of Counselling Functions

Counselling Functions	Number of Responses	Very Important Function	Moderate to High Importance	Below Average Importance	Low Importance
Personal/Social Counselling					
Elementary-Junior High counsellors	9	100%	-	-	-
Cluster counsellors	5	80%	20%	-	-
High School counsellors	12	92%	8%	-	-
Student Services Sector Team	7	86%	14%	-	-
Educational Counselling					
Elementary - Junior High counsellors	10	40%	50%	10%	-
Cluster counsellors	4	50%	50%	-	-
High School counsellors	12	92%	8%	-	-
Student Services Sector Team	7	29%	43%	14%	14%
Career Counselling					
Elementary - Junior High counsellors	10	30%	50%	20%	-
Cluster counsellors	4	75%	25%	-	-
High School counsellors	12	83%	17%	-	-
Student Services Sector Team	7	14%	43%	29%	14%

Note. Percentages are rounded to the nearest whole number and may not add to exactly 100%.

Table 9

Perceptions of Counselling Staff Regarding Degree to Which Counselling Functions are Currently Implemented

Counselling Functions	Number of Responses	Service Performed in an Excellent Manner	Service Performed Well	Service Performed in a Somewhat Below Average Manner	Poor Service
Personal/Social Counselling					
Elementary-Junior High counsellors	9	22%	67%	11%	-
Cluster counsellors	5	-	80%	20%	-
High School counsellors	12	17%	83%	-	-
Student Services Sector Team	4	-	75%	25%	-
Educational Counselling					
Elementary - Junior High counsellors	10	20%	60%	10%	10%
Cluster counsellors	4	-	25%	25%	50%
High School counsellors	12	33%	58%	8%	-
Student Services Sector Team	4	-	75%	25%	-
Career Counselling					
Elementary - Junior High counsellors	10	10%	50%	30%	10%
Cluster counsellors	4	-	25%	25%	50%
High School counsellors	12	33%	50%	17%	-
Student Services Sector Team	4	-	50%	-	50%

Note. Percentages are rounded to the nearest whole number and may not add to exactly 100%.

Overall, it is evident from Table 8 that counselling staff perceived helping individual students to resolve personal, social, educational and career related problems as important functions. The following discussion summarizes Table 8 and Table 9:

Personal/social counselling. (i.e., assisting students

to resolve spiritual, behavioral, social or emotional difficulties, to understand adolescent and adult behavior, and to function effectively with others)

As indicated by Table 8, all respondents felt that personal/social counselling is a moderate to high or very important function. As indicated by Table 9, 89% of elementary-junior high counsellors, 80% of cluster counsellors, 100% of high school counsellors, and 75% of student services staff who responded perceived this service as being performed well or excellent manner. Of those who responded, 11% of elementary-junior high counsellors, 20% of cluster counsellors, and 25% of student services staff viewed the service as being performed in a somewhat below average manner.

Educational counselling. (i.e., assisting students with study skills, course selection and graduation requirements)

As indicated by Table 8, this function was perceived as being a moderate to high or very important function by 90% of elementary-junior high counsellors, 100% of cluster counsellors, 100% of high school counsellors, and 72% of student services staff who responded. As indicated by Table 9, 80% of elementary-junior high counsellors, 25% of cluster counsellors, 91% of high school counsellors, and 75% of student services staff who responded perceived educational counselling as being performed well or in an excellent

manner. Of those who responded, 20% of elementary-junior high, 75% of cluster counsellors, 8% of high school counsellors, and 25% of student services staff perceived this service as being performed poorly or in a below average manner.

Career counselling. (i.e., assisting students with understanding interests, aptitudes, job requirements, and career planning)

As indicated by Table 8, 80% of elementary-junior high counsellors, 100% of cluster counsellors, 100% of high school counsellors, and 57% of student services staff who responded perceived career counselling as being a moderate to high or very important function. As indicated by Table 9, 60% of elementary-junior high counsellors, 25% of cluster counsellors, 83% of high school counsellors, and 50% of student services staff who responded perceived this service as being performed well or in an excellent manner. Of those who responded, 40% of elementary-junior high counsellors, 75% of Cluster counsellors, 17% of high school counsellors, and 50% of student services staff perceived this service as being performed poorly or in a below average manner. Overall, counselling staff perceived career counselling as being implemented to a lesser degree than personal counselling.

In summary, personal social counselling was perceived as being the most important counselling function by all

counselling staff, and was also the function that staff perceived as being most adequately implemented. Although all cluster counsellors perceived career and educational functions as being important, three-quarters of the respondents in this group perceived the services as being inadequately implemented within the schools serviced by them.

Consulting Functions

Counselling staff were also asked to rate several consulting functions according to degree of importance of each function and the degree to which each function is currently being implemented. Table 10 presents a summary of respondents' perceptions regarding the degree of importance of selected functions, and Table 11 presents respondents' perceptions regarding degree of implementation of each of these functions. Consulting functions selected for this study were those that added further clarification to the interview data.

Table 10

Perceptions of Counselling Staff Regarding Degree of Importance of Consulting Functions

Consulting Functions	Number of Responses	Very Important Function	Moderate to High Importance	Below Average Importance	Low Importance
To consult with staff regarding students					
Elementary-Junior High counsellors	10	80%	20%	-	-
Cluster counsellors	5	100%	-	-	-
High School counsellors	12	83%	17%	-	-
Student Services Sector Team	7	86%	14%	-	-
To be a resource person to guidance programs					
Elementary - Junior High counsellors	10	70%	30%	-	-
Cluster counsellors	5	20%	80%	-	-
High School counsellors	12	25%	67%	8%	-
Student Services Sector Team	7	43%	43%	14%	-
To play an active role in case conferences					
Elementary - Junior High counsellors	10	90%	10%	-	-
Cluster counsellors	5	100%	-	-	-
High School counsellors	12	58%	42%	-	-
Student Services Sector Team	7	86%	14%	-	-

Note. Table 10 continued on page 137.

Consulting Functions	Number of Responses	Very Important Function	Moderate to High Importance	Below Average Importance	Low Importance
To provide consultation to parents re: academic achievement					
Elementary-Junior High counsellors	10	70%	30%	-	-
Cluster counsellors	5	80%	20%	-	-
High School counsellors	12	50%	50%	-	-
Student Services Sector Team	7	86%	14%	-	-
To provide consultation/ counselling to parents re: parent-teen relationships					
Elementary - Junior High counsellors	10	90%	10%	-	-
Cluster counsellors	4	100%	-	-	-
High School counsellors	12	67%	33%	-	-
Student Services Sector Team	7	86%	-	-	14%
To assist parents in obtaining community resource services					
Elementary - Junior High counsellors	10	60%	40%	-	-
Cluster counsellors	5	80%	20%	-	-
High School counsellors	12	58%	33%	8%	-
Student Services Sector Team	6	100%	-	-	-

Note. Percentages are rounded to the nearest whole number and may not add to exactly 100%.

Table 11

Perceptions of Counselling Staff Regarding Degree to Which Consulting Functions are Currently Implemented

Consulting Functions	Number of Responses	Service Performed in an Excellent Manner	Service Performed Well	Service Performed in a Somewhat Below Average Manner	Poor Service
To consult with staff regarding students					
Elementary-Junior High counsellors	10	30%	70%	-	-
Cluster counsellors	5	40%	60%	-	-
High School counsellors	12	42%	33%	17%	8%
Student Services Sector Team	5	40%	20%	40%	-
To be a resource person to guidance programs					
Elementary - Junior High counsellors	10	-	40%	60%	-
Cluster counsellors	5	20%	20%	-	60%
High School counsellors	12	17%	50%	33%	-
Student Services Sector Team	5	60%	40%	-	-
To play an active role in case conferences					
Elementary - Junior High counsellors	10	50%	50%	-	-
Cluster counsellors	5	40%	60%	-	-
High School counsellors	12	25%	58%	8%	8%
Student Services Sector Team	4	25%	50%	25%	-

Note. Table 11 continued on page 139.

Consulting Functions	Number of Responses	Service Performed in an Excellent Manner	Service Performed Well	Service Performed in a Somewhat Below Average Manner	Poor Service
To provide consultation to parents re: academic achievement					
Elementary-Junior High counsellors	10	10%	90%	-	-
Cluster counsellors	5	20%	80%	-	-
High School counsellors	12	25%	67%	8%	-
Student Services Sector Team	4	25%	50%	25%	-
To provide consultation/ counselling to parents re: parent-teen relationships					
Elementary - Junior High counsellors	10	10%	80%	10%	-
Cluster counsellors	3	33%	67%	-	-
High School counsellors	12	17%	83%	-	-
Student Services Sector Team	5	-	40%	40%	20%
To assist parents in obtaining community resource services					
Elementary - Junior High counsellors	10	20%	60%	20%	-
Cluster counsellors	5	40%	60%	-	-
High School counsellors	12	8%	58%	25%	8%
Student Services Sector Team	4	25%	75%	-	-

Note. Percentages are rounded to the nearest whole number and may not add to exactly 100%.

Overall, it is evident from Table 10 that counselling staff perceived the majority of their consulting functions as being moderate to high or very important functions. The following discussion summarizes Table 10 and Table 11:

To consult with staff regarding students. As indicated by Table 10, all respondents perceived consulting with staff as a moderate to high or very important function. As indicated by Table 11, 25% of high school counsellors and 40% of student services staff who responded perceived this service as being performed poorly or in a below average manner. All remaining staff who responded perceived this service as being performed well or in an excellent manner.

To be a resource person to guidance programs. As indicated by Table 10 all staff who responded excluding 8% of high school counsellors and 14% of student services staff, perceived this as being a moderate to high or very important function. As indicated by Table 11, 60% of elementary-junior high counsellors and 33% of high school counsellors who responded perceived this service as being performed in a below average manner, while 60% of cluster counsellors perceived the service as being performed poorly in their schools. Of those who responded, 40% of elementary-junior high counsellors, 40% of cluster counsellors, 67% of high school counsellors, and 100% of student services staff perceived this function as being performed well or in an excellent manner.

To play an active role in case conferences. As indicated by Table 10 all counselling staff felt that this was a moderate to high or very important function. As indicated by Table 11, all staff who responded, excluding 16% of high school counsellors and 25% of student services staff felt that this function is being performed well or in an excellent manner.

To consult with parents regarding students' academic achievement. As indicated by Table 10, all respondents regarded this as a moderate to high or very important function. As indicted by Table 11, all staff who responded, excluding 8% of high school counsellors and 25% of student services staff viewed this service as being performed well or in an excellent manner.

To consult with parents regarding parent-teen relationships. As indicated by Table 10, all respondents, excluding 14% of student services staff perceived this as a moderate to high or very important function. As indicated by Table 11, 10% of elementary-junior high counsellors and 60% of student services staff who responded perceived this goal as being implemented poorly or in a below average manner. Of those who responded, 90% of elementary-junior high counsellors, 100% of cluster counsellors, 100% of high school counsellors, and 40% of student services staff perceived this function as being performed well or in an excellent manner.

To assist parents in obtaining community resource help. As indicated by Table 10, all respondents, excluding 8% of high school counsellors perceived this as a moderate to high or very important function. As indicated by Table 11, 20% of elementary-junior high counsellors and 33% of high school counsellors who responded perceived this function as being performed poorly or in a somewhat below average manner. Of those who responded, 80% of elementary-junior high counsellors, 100% of cluster counsellors, 66% of high school counsellors, and 100% of student services staff perceived this function as being performed well or in an excellent manner.

In summary, counselling staff perceived consulting with staff and parents as important functions. The consulting services perceived as being most poorly implemented by student services staff included consulting with staff and parents. Elementary-junior high counsellors, cluster counsellors, and high school counsellors perceived the function of being a resource person to guidance programs as being most poorly implemented.

Co-ordinating Functions

Counselling staff were also asked to rate several co-ordinating functions according to degree of importance and level of implementation. Table 12 presents the perceptions of counselling staff regarding degree of importance of

selected co-ordinating functions. Table 13 presents the perceptions of counselling staff regarding degree of implementation of these functions. Co-ordinating functions selected for this study were those that added further clarification to the interview data.

Table 12

Perceptions of Counselling Staff Regarding Degree of Importance of Co-ordinating Functions

Co-ordinating Functions	Number of Responses	Very Important Function	Moderate to High Importance	Below Average Importance	Low Importance
To make recommendations re: placement of students					
Elementary-Junior High counsellors	10	60%	40%	-	-
Cluster counsellors	4	75%	25%	-	-
High School counsellors	12	67%	25%	8%	-
Student Services Sector Team	7	43%	43%	14%	-
To make available career information					
Elementary - Junior High counsellors	10	20%	70%	10%	-
Cluster counsellors	4	-	50%	25%	25%
High School counsellors	12	58%	42%	-	-
Student Services Sector Team	7	14%	29%	57%	-
To provide info/ counselling re: chemical substances					
Elementary - Junior High counsellors	10	50%	30%	20%	-
Cluster counsellors	4	75%	25%	-	-
High School counsellors	12	42%	58%	-	-
Student Services Sector Team	7	29%	57%	14%	-

Note. Table 12 continued on page 144.

Co-ordinating Functions	Number of Responses	Very Important Function	Moderate to High Importance	Below Average Importance	Low Importance
To review with staff the role and function of a school counsellor					
Elementary-Junior High counsellors	10	70%	20%	-	10%
Cluster counsellors	5	100%	-	-	-
High School counsellors	12	25%	42%	33%	-
Student Services Sector Team	7	57%	43%	-	-
To participate in an integral way as a staff member					
Elementary - Junior High counsellors	10	60%	20%	20%	-
Cluster counsellors	5	20%	60%	-	20%
High School counsellors	12	58%	42%	-	-
Student Services Sector Team	7	-	86%	-	14%
To be active in identifying the educational/ guidance needs of the students					
Elementary - Junior High counsellors	10	80%	20%	-	-
Cluster counsellors	5	80%	-	-	20%
High School counsellors	12	67%	33%	-	-
Student Services Sector Team	7	57%	29%	14%	-

Note. Percentages are rounded to the nearest whole number and may not add to exactly 100%.

Table 13

Perceptions of Counselling Staff Regarding Degree to Which Co-ordinating Functions are Currently Implemented

Co-ordinating Functions	Number of Responses	Service Performed in an Excellent Manner	Service Performed Well	Service Performed in a Somewhat Below Average Manner	Poor Service
To make recommendations re: placement of students					
Elementary-Junior High counsellors	9	56%	44%	-	-
Cluster counsellors	4	25%	75%	-	-
High School counsellors	12	42%	58%	-	-
Student Services Sector Team	4	-	75%	25%	-
To make available career information					
Elementary - Junior High counsellors	10	10%	40%	50%	-
Cluster counsellors	3	-	33%	-	67%
High School counsellors	12	25%	58%	17%	-
Student Services Sector Team	5	20%	40%	20%	20%
To provide info/ counselling re: chemical substances					
Elementary - Junior High counsellors	10	10%	30%	50%	10%
Cluster counsellors	4	-	25%	75%	-
High School counsellors	12	8%	25%	17%	50%
Student Services Sector Team	3	33%	67%	-	-

Note. Table 13 continued on page 146.

Co-ordinating Functions	Number of Responses	Service Performed in an Excellent Manner	Service Performed Well	Service Performed in a Somewhat Below Average Manner	Poor Service
To review with staff the role and function of a school counsellor					
Elementary-Junior High counsellors	10	20%	50%	30%	-
Cluster counsellors	5	-	40%	20%	40%
High School counsellors	12	-	33%	33%	33%
Student Services Sector Team	5	-	60%	20%	20%
To participate in an integral way as a staff member					
Elementary - Junior High counsellors	10	20%	40%	40%	-
Cluster counsellors	3	-	33%	67%	-
High School counsellors	12	58%	42%	-	-
Student Services Sector Team	4	25%	50%	-	25%
To be active in identifying the educational/ guidance needs of the students					
Elementary - Junior High counsellors	10	10%	80%	10%	-
Cluster counsellors	5	20%	20%	40%	20%
High School counsellors	12	8%	83%	8%	-
Student Services Sector Team	3	33%	67%	-	-

Note. Percentages are rounded to the nearest whole number and may not add to exactly 100%.

Overall, it is evident from Table 12 that staff have varying perceptions regarding the importance of co-ordinating functions. The following discussion summarizes Table 12 and Table 13:

To make recommendations regarding placement of students into programs. As indicated by Table 12, all respondents, excluding 8% of high school counsellors and 14% of student services staff perceived this function as being a moderate to high or very important function. As indicated by Table 13, 25% of student services staff who responded perceived this function as being performed in a somewhat below average manner. All remaining staff who responded felt that placement of students into programs was being performed well or in an excellent manner.

To make available career information. As indicated by Table 12, 90% of elementary-junior high, 50% of cluster counsellors, 100% of high school counsellors, and 43% of student services staff who responded perceived this function as being a moderate to high or very important function. Ten percent of elementary-junior high counsellors, 50% of cluster counsellors, and 57% of student services staff who responded perceived this function as being of below average or low importance. As indicated by Table 13, 50% of elementary-junior high counsellors, 67% of cluster counsellors, 17% of high school counsellors, and 40% of student services staff who responded perceived this service

as being performed poorly or in a somewhat below average manner. Of those who responded, 50% of elementary-junior high counsellors, 33% of cluster counsellors, 83% of high school counsellors, and 60% of student services staff perceived this service as being performed well or in an excellent manner.

To provide information/counselling related to abuse of chemical substances. As indicated by Table 12, all respondents, excluding 20% of elementary-junior high counsellors and 14% of student services staff perceived this function as being a moderate to high or very important function. As indicated by Table 13, 60% of elementary-junior high counsellors, 75% of cluster counsellors, and 67% of high school staff who responded perceived this service as being performed poorly or in a below average manner. Of those who responded, 40% of elementary-junior high counsellors, 25% of cluster counsellors, 33% of high school staff, and 100% of student services staff perceived the service as being performed well or in an excellent manner.

To review with staff the role and function of a school counsellor. As indicated by Table 12, 90% of elementary-junior high counsellors, 100% of cluster counsellors, 67% of high school counsellors, and 100% of student services staff who responded felt that this was a moderate to high or very important function. Ten percent of elementary-junior high counsellors who responded perceived this function as being

of low importance and 33% of high school counsellors felt that this function was of below average importance. As indicated by Table 13, 30% of elementary-junior high counsellors, 60% of cluster counsellors, 66% of high school counsellors, and 40% of student services staff who responded perceived this function as being performed poorly or in a somewhat below average manner. Of those who responded, 70% of elementary-junior high school counsellors, 40% of cluster counsellors, 33% of high school counsellors, and 60% of student services staff perceived this function as being performed well or in an excellent manner.

To participate in an integral way as a staff member. As indicated by Table 12, 80% of elementary-junior high counsellors, 80% of cluster counsellors, 100% of high school counsellors, and 86% of student services staff who responded perceived this function as being a moderate to high or very important function. As indicated by Table 13, 40% of elementary-junior high counsellors, and 67% of cluster counsellors who responded perceived this function as being performed in a below average manner. Twenty five percent of student services staff who responded perceived this function as being performed poorly. Sixty percent of elementary-junior high counsellors, 33% of cluster counsellors, 100% of high school counsellors, and 75% of student services staff who responded perceived this function as being performed well or in an excellent manner.

To be active in identifying the educational and guidance needs of students in the school. As indicated by Table 12, 100% of elementary-junior high counsellors, 80% of cluster counsellors, 100% of high-school counsellors and 86% of student services staff who responded perceived this as a moderate to high or very important function. As indicated by Table 13, 90% of elementary-junior high counsellors, 40% of cluster counsellors, 91% of high school counsellors and 100% of student services staff who responded perceived this function as being performed well or in an excellent manner. Of those who responded, 10% of elementary-junior high counsellors, 60% of cluster counsellors, and 8% of student services staff perceived this function as being performed in a below average manner or poorly.

In summary, although counselling staff rated the majority of co-ordinating functions as important, some of these functions appear to be poorly implemented. Co-ordinating functions being most poorly implemented included: making available career information, providing information related to abuse of chemical substances, and reviewing with staff the role and function of the school counsellor.

Staff Questionnaire - Part II

Provision of Counselling Services

Counselling staff were asked whether they feel that their schools have been allotted enough counselling time. Table 14 provides the responses of counselling staff regarding this issue.

Table 14

Counsellor Responses Regarding Allotment of Counselling Time to Their Schools

Participant Group	No of Responses	Percent Answering Yes	Percent Answering No
Elementary-Junior High Counsellors	10	-	100%
Cluster Counsellors	5	40%	60%
High School Counsellors	12	17%	83%
Student Services Sector Team	6	-	100%

Counselling staff were asked who should be most responsible for providing counselling services within the school. Table 15 presents the responses of counselling staff regarding this issue.

Table 15

Counsellor Responses Regarding Provision of Counselling Services to Their Schools

Participant Group	No of Responses	Each Classroom Teacher	One Selected Teacher	School Administrators	School Counsellors	Student Services Staff
Elementary-Junior High Counsellors	10	-	-	-	100%	-
Cluster Counsellors	5	-	-	-	100%	-
High School Counsellors	12	-	-	-	92%	8%
Student Services Sector Team	6	-	-	-	100%	-

As indicated by Table 14, the majority of counselling staff felt that their schools have not been allotted enough counselling time. Forty percent of cluster counsellors and 17% of high school counsellors who responded felt their schools have been allotted enough counselling time. The remaining staff felt their schools have not been allotted enough counselling time. As indicated by Table 15, all respondents, excluding 8% of high school counsellors, felt that a professionally trained, school-based resident counsellor should be most responsible for providing counselling services in their schools.

Provision of Guidance Services

Counselling staff were asked whether they feel their schools have adequate guidance services. Table 16 presents the responses of counselling staff regarding this issue.

Table 16

Counsellor Responses Regarding Adequacy of Guidance Services in Their Schools

Participant Group	No of Responses	Percent Answering Yes	Percent Answering No
Elementary-Junior High Counsellors	10	30%	70%
Cluster Counsellors	5	20%	80%
High School Counsellors	12	25%	75%
Student Services Sector Team	4	-	100%

Counselling staff were asked who should be most responsible for providing guidance services within the schools. Table 17 presents the responses of counselling staff regarding this issue.

Table 17

Counsellor Responses Regarding Provision of Guidance Services to Their Schools

Participant Group	No of Responses	Each Classroom Teacher	One Selected Teacher	School Administrators	School Counsellors	Student Services Staff
Elementary-Junior High Counsellors	9	56%	-	-	44%	-
Cluster Counsellors	3	67%	33%	-	-	-
High School Counsellors	11	18%	-	-	82%	-
Student Services Sector Team	6	17%	33%	-	50%	-

Counselling staff had varying perceptions regarding guidance services. As indicated by Table 16, 70% of elementary-junior high counsellors, 80% of cluster counsellors, 75% of high school counsellors, and 100% of student services staff who responded felt that their schools do not have adequate guidance services. As indicated by Table 17, 56% of elementary-junior high counsellors 67% of cluster counsellors, 18% of high school counsellors, and 17% of student services staff who responded felt that each classroom teacher should be most responsible for providing guidance services. Of those who responded, 44% of elementary-junior high counsellors, 82% of high school counsellors, and 50% of student services staff felt that a professionally-trained school based resident counsellor should be most responsible for providing guidance services. Thirty-three percent of cluster counsellors and 33% of

student services staff who responded felt that one non-professionally trained teacher should be most responsible for providing guidance services in their schools.

This section presented the findings from the Staff Questionnaire. The information presented included staff perceptions regarding the implementation of counselling, consulting, and co-ordinating functions, and the provision of counselling and guidance services. The next section presents findings from the Elementary-Junior High Counsellor Questionnaire and Senior-High Counsellor Questionnaire.

Elementary-Junior High Counsellor Questionnaire

and

Senior High Counsellor Questionnaire

This questionnaire was completed by the three groups of school based counsellors (i.e., elementary-junior high, cluster, and high school counsellors). The findings selected from this questionnaire were intended to add further information to the findings obtained from the interviews. Data are presented according to the following themes: evaluation of the counselling program, accessibility of services to students, counsellor time and caseloads, support mechanisms, upgrading of educational qualifications, and overall effectiveness. Data are presented by percentage for the entire group of 30 school counsellors (i.e., 12 elementary-junior high counsellors, 6 cluster counsellors and 12 high school counsellors). Comments and tables are presented by counsellor group.

Evaluation of the Counselling Program

This section included the questions from the questionnaire related to setting of objectives and evaluation of the guidance and counselling program. Counsellor comments pertaining to the evaluation of the counselling program are also provided.

The guidance and counselling functions and activities at the school(s) are clearly outlined and timetabled.
Mostly yes-50% Mostly no-40% Don't know-3% No Response-7%

The school(s) maintain a long-range plan for implementing new programs/activities related to their school guidance and counselling program.
Mostly yes-30% Mostly no-47% Don't know-23%

The school guidance and counselling program is regularly monitored and evaluated to determine if the desired outcomes are being achieved.
Mostly yes-43% Mostly no-50% Don't know-7%

Do you as a counsellor regularly monitor and evaluate the effectiveness of the activities within the program(s) to determine if student needs are being met?
Mostly yes-63% Mostly no-33% No Response-3%

Counselling staff provided the following comments on their questionnaires when asked to comment on how the guidance and counselling program is evaluated in the school(s) in which they work:

Elementary-Junior High Counsellor Comments

> Administration, professional and clerical staff are encouraged to provide ongoing feedback. Annual written evaluations are encouraged.

Through weekly meetings with administration. I meet with the principal to discuss my goals and I assume that if I don't get negative feedback that I'm doing what's expected.

Evaluation doesn't exist in either school. The only evaluation is my own personal evaluation of my own success. Maybe the principals think that Student Services is doing that with us, or maybe Student Services think the principal is doing it.

The process is informal. I have regular meetings with the principal with regards to specific situations and students.

A written statement of counselling objectives and goals is given to the principals. The principals provide written appraisals at year end.

The principal discusses the program with the counsellor and the area superintendents and follows the philosophy of the entire school system.

Cluster Counsellor Comments

As far as I know, the programs are not being evaluated.

The program is evaluated by myself in consultation with administration, teachers and other counsellors.

In some of my schools the system has evaluated the program for three of the last four years. In some schools there is no evaluation of counselling unless I take the initiative with teachers and parents. In others the administration takes the initiative in evaluating in an informal way.

I would assume that evaluation and/or change in direction is ongoing through regular meetings with the principals on counselling activities.

High School Counsellor Comments

> Counsellors meet as a group to evaluate progress about once a month. Counsellors meet with administrators.
>
> The principal meets with the counsellors to go over our roles/duties. The counsellors meet regularly to discuss and review programs, services and ideas. We strive to become more efficient information wise and time wise. Guidance is not evaluated officially but discussions on performance are constantly taking place with the principal.
>
> We have not used a formal evaluation but as counsellors we review our year's activities at the end of each year to determine their effectiveness and use this as a basis for planning the following year.
>
> Questionnaires are given to students from time to time. Staff meeting discussions are held. Evaluation is done in an informal way through meetings and consultation.
>
> No formal system in place.
>
> Formally through the principal. Informally by means of checklist and discussion, feedback from staff and students.

It is evident from the information provided within this section that the majority of school counsellors perceived the counselling program as not being regularly evaluated in a formal consistent manner. Comments made by counselling staff indicated that objective setting and evaluation of the program has largely depended upon their own involvement and initiative as well as that of administrators.

Accessibility of Services to Students

This section included questions and comments from the questionnaire related to accessibility of services to students.

Are the guidance and counselling services accessible to all students in the school(s) in which you work?

Mostly yes-97% Mostly no-3%

Are the guidance and counselling needs of the students being met?

Mostly yes-43% Mostly no-40% Don't know-10% No Response-7%

Counsellors provided the following comments on their questionnaires regarding accessibility of services to students:

Elementary-Junior High Counsellor Comments

> Although students receive effective assistance, many are missed due to lack of time.
>
> Students must often wait for appointments since the counsellor is there only on alternate days.
>
> A few students are helped. So many more could be reached. The social and emotional adjustment of these children should be a priority, and academics secondary.

Cluster Counsellor Comments

> Services are performed well, but the needs outstrip the resources.

> Individually, I think that when we get together as a team, things are positive, but globally I have no idea how many kids have problems that are not being addressed.

High School Counsellor Comments

> The students who get the counselling attention are the ones who seek it out.
>
> Therefore there is the question of who is not being served.
>
> An attempt is made to assist individual students with whatever concerns they have. However, when counsellors feel pressed for time it is difficult to be effective if you cannot devote sufficient time.
>
> If I see a child crying I would like to see them immediately but other crises take over and I don't have time for the special contact. Kids might be functioning alright in the classroom and not disturbing anyone but they may still be unhappy. If I was able to talk to them more some suicide attempts could be prevented. My greatest frustration are the ones I can't see.

The information provided in this section indicates that although 97% of counsellors perceived guidance and counselling services as being available to all students in the school, only 43% of counsellors felt that the needs of the students were being met. Comments indicated that several counsellors felt that some students were not being adequately serviced.

Counsellor Time and Caseloads

This section included questions and comments from the questionnaire related to counselling time, balancing of workloads, and caseloads.

As a counsellor do you feel able to adequately balance your workload in order to effectively perform counselling, co-ordinating, and consulting functions?
Mostly yes-43% Mostly no-43% Don't know-10% No Response-3%

The ratio of counsellors to students provides time for all students to receive appropriate guidance and counselling services.
Mostly yes-13% Mostly no-87%

Counselling staff who answered "mostly no" to the above question were asked to indicate the services not being provided. Table 18 indicates the services perceived by counsellors as being inadequately provided.

Table 18

Counselling Services Not Being Provided

Service	Percentage of Responses From Each Counsellor Group		
	Elementary-Junior High	Cluster	High School
Career education	25%	17%	25%
Consultation with teachers/parents	33%	17%	8%
Classroom guidance activities	42%	17%	-
Follow-up work	25%	-	17%
Preventative work	33%	17%	-
Liaison with resource agencies	8%	-	8%
Educational counselling	8%	-	8%
Group counselling	-	17%	8%
In-depth personal counselling	8%	-	8%

Counselling staff provided the following comments regarding counselling time and caseloads on their questionnaires and during interviews:

Elementary-Junior High Counsellor Comments

> I am very organized. If I wasn't I don't think I could do this. I also work hard to keep on top of things, often with no breaks.
>
> It is a juggling act that I sometimes feel I'm losing when I see the number of needs and time allotted to do it in.
>
> I can and must be a tremendous juggler of time. Many duties I believe are important have not been performed due to prioritizing time and obligations.
>
> Due to my heavy workload I must constantly decide on my priorities.

The job description for a counsellor is too much for one person. We can't possibly do all of those things that a counsellor is expected to do. We have to decide on priorities and if we have a lot of crises, we don't get to the preventative work.

It is difficult to maintain ongoing counselling for students requiring longer interventions.

The demands on the counsellor's time make it very difficult to develop and implement programs for students within the classroom.

Often the crisis case has to be dealt with in order to maintain sanity in the classroom.

Not enough time is available to do preventative type counselling. Too many crisis situations occupy my time. I cannot visit classrooms as often as I would like.

We seem to be working too much from a crisis orientation. I would like to see more in the area of career education and educational counselling.

I am not always available to students. The demands seem to be continually increasing and having enough time is often a concern.

Proactive programs are minimal and at this point are a luxury due to lack of time. In both schools due to the caseload I mostly deal with what is on the front burner. In the inner city schools the crisis issues are often much more immediate and demanding. Being there part time impedes and slows down the process.

With the time available, only matters of highest individual personal priority are being regularly attended to.

I have to break my time into about half

an hour. I am not satisfied with this. It is not enough time to let the child speak and to listen. (Interview)

Just being involved in certain activities is something I can't take on with the two schools. I'm not being visible in the schools since I cannot take the time to visit the classrooms. (Interview)

With 1300 children and working at two schools the whole concept of guidance is gone. There is no preventative work. The things I can do now are minimal compared to what I could do with 600 students. I have to put out brush fires, I have to work with individual concerns daily that come on an urgent basis. (Interview)

Cluster Counsellor Comments

As a cluster counsellor I find it impossible to balance my workload. I am always behind. Problems in one school don't finish in a day, so I always have a carry-over. Each day I am finishing work from the other school. I do not like the cluster counselling concept.

As a cluster counsellor I have one day a week in each school. It is important to make a lot of use of resource agencies. I could be more effective if I had more time in each school.

As a cluster counsellor, my work is counselling entirely. The guidance is carried out in the Christian Family Life courses taught by the homeroom teachers. I have no time to be involved even as a resource person.

Theoretically, any student should be able to use the services of a counsellor. Realistically, it is painfully and embarrassingly obvious that this cannot be done in a cluster.

I am responsible for 1500 students in 5 schools. I honestly believe it is impossible to meet the needs of all the students in one day per week. With five schools you are severely limited in what you can undertake.

I don't think the idea of a cluster counsellor works. Often work cannot be completed in this situation. Sometimes it takes three days running to settle an issue with a student, and if you are gone the next day it is left in somebody else's lap. All your work may go out the window unless you complete it. (Interview)

As a cluster counsellor, we are looking at the more severe behavior problems. My frame of mind is to look for these kids. I go into the school each week, have a conference with the principal and pick out things that have come up during the last week. I work mostly with the teacher and the parent. The child is the secondary focus. (Interview)

High School Counsellor Comments

Every year we're getting more and more personal crisis problems, so a lot of projects we had in place have to wait or not be done. Eighty percent of our time is spent on personal counselling. We don't have time to do general co-ordinating and consulting as much as we need to.

Counselling time demands make it impossible to be as effective or as program oriented as I would like to be. We do so much individual problem counselling that we only pay lip service to career information post-secondary.

It is difficult. I want to feel I'm doing a good job but don't really feel I have the time to do it effectively. Follow-ups are especially difficult to do. Phone calls, paperwork, registration activities as well as the counselling imply many roles to be

performed. It is difficult to keep everything floating at the same time.

It would be helpful to be able to spend some time with each student in high school to discuss career choices, interests etc. to make career search a more effective process.

We are barely able to handle the volume of students who come to our office. During the past year or two our other functions such as classroom visits, have largely become impossible.

Eight hundred students are just too many for one counsellor. I've taught myself to feel adequate but I can't possibly get to know as many students as I want to. There are some students if I really had a chance to talk to them, I know it might make a difference.

The main barrier is the lack of adequate counselling time. With the present staffing arrangement counsellors feel so pressed to deal with so many students that follow-up becomes impossible. I tend to develop a mental set that I can't spend very much time on any student because there are so many demands placed on my time.

Time is the biggest element involved. I feel like I'm playing catch up most of the time. One crisis in a day can throw a schedule off completely. Some days there are several crises. There is a constant need to re-organize priorities and re-assess the focus.

With personal counselling we often just touch the surface. We are doing a lot of things but more is needed. I don't have as much time as I'd like to perform some of my functions. Personal counselling is really hurt by the lack of time permitted to follow up. Unless the students take it upon themselves to see the counsellor time does not permit to seek out the students or to follow up. (Interview)

I don't have time to do any of the guidance part of counselling because I spend so much time on personal counselling. I think we are missing a lot of kids. (Interview)

I am fortunate being in the situation of being a counsellor in one school. I think it is helpful because I become part of the staff. I relate to everyone on a day to day basis, so I know what's happening. I take part in the functions of that community. (Interview)

There are 2.5 counsellors in the school and 1500 students. It's like an assembly line. If you spend too much time with one student, then there isn't enough time for the others. At times it feels like we're really being unfair to a lot of kids. (Interview)

The volume of students is too great. A lot of students don't get the opportunity to express themselves. I have 500 students and I know I don't talk to the vast majority. I'm putting out brush fires rather than doing preventative things. (Interview)

There is no way with the caseloads we have that we can perform the duties that ideally should be done. I would like to do more personal and career counselling if I had more time. We lose out on having a relationship with the students. Students often do not access me because I am not there. (Interview)

If we were to deal adequately with guidance activities or the Calm curriculum, we would not have the manpower to do these things. We tried running Choices with all our grade 11 students and basically just got burned out. (Interview)

In summary, 43% of counsellors indicated that they feel unable to adequately balance their workloads in order to

effectively perform counselling, consulting, and co-ordinating functions. Eighty-seven percent of counsellors felt that the ratio of counsellors to students does not provide enough time for all students to receive appropriate guidance and counselling services.

Counsellors pointed out the following services as not being adequately provided due to time constraints: (a) career education; (b) consultation with teachers and parents; (c) participation of counsellors in classroom guidance activities; (d) follow-up work; (e) preventative work; (f) liaison with resource agencies; and (g) educational counselling, group counselling, in-depth personal counselling. Comments made by counsellors on their questionnaires and during interviews indicated that a lack of adequate counselling time, multiple school assignments, and high student counsellor ratios are major factors that have an impact on their effectiveness.

Support Mechanisms

This section included questions and comments from the questionnaire regarding counsellor perceptions of current support mechanisms and additional support needed to increase their effectiveness.

Are support mechanisms such as inservice training, resource materials, and tests adequate to your school(s) in providing

an effective guidance and counselling program?

Mostly yes-37% Mostly no-50% Don't know-3% No Response-10%

Counsellors were asked to specify what additional support is needed. Table 19 provides a summary of the perceptions of counsellors regarding additional support needed.

Table 19

Additional Support Needed by Counselling Staff

Suggestions for Improvement	Percentage of Responses From Each Counsellor Group		
	Elementary-Junior High	Cluster	High School
Increased numbers of counsellors/increased counselling time	42%	100%	100%
Increased inservice training for staff: professional development, behavior management, family counselling techniques	67%	100%	42%
Increased numbers of professionals hired by school system: social workers, counselling psychologists, child therapists	50%	50%	42%
Provision for development of greater sense of community/sharing of expertise among colleagues	42%	17%	17%
Higher priority placed on counselling services/ increased feedback and support from administration	25%	17%	17%
More effective networking with social services and other resource agencies	25%	-	17%

The following comments made by the counsellors during interviews provide further depth regarding counsellors' perceptions of additional support needed:

Elementary-Junior High Counsellor Comments

> Very little feedback is given except for comments that students do not need you anymore, and a more pressing need is coming. You must conclude that maybe you had an impact on the ones that do not need you anymore.
>
> I would also like to see more inservice. I feel a need for sharing sessions with other counsellors, mostly for support, but also for ideas.
>
> In reality it is difficult to do all of the things I would like to because of lack of time given to counselling, and lack of money given to counselling. Counselling is not given a high enough priority. For example, it would be really useful to have a social worker at the school who has direct access to social services. This would allow me to do more educational counselling as opposed to crisis work.

Cluster Counsellor Comments

> I would like to see more counsellors in the schools. I don't think anyone should have more than two (schools). We can't be as effective in five schools. Generally we need more of a sense of community among counsellors because many counsellors feel like they are working in isolation.
>
> More emphasis should be placed on the elementary situation. I feel it has definitely taken a back seat to high school guidance and counselling. If we do not get some of these students with early intervention, we fail. It is too late for most in high school. Students in elementary are still malleable and resilient enough to benefit from

counselling.

High School Counsellor Comments

> We have to be able to access resources out there. In schools we are seeing a dramatic increase in real problems and in the need for individual counselling. At the same time staff is being reduced.
>
> Because the concern is so great we need to be able to access good resource people who can help. Networking is becoming more and more critical.
>
> It would be nice to have someone permanent in the school system who could deal with the issues that are beyond our expertise; for example a counselling psychologist with more clinical experience who could focus on personal counselling or a social worker in the school one or two days per week. A problem may not warrant a referral to a psychologist, yet the student needs more help than the counsellor can give. It is really difficult to keep any continuity when different problems come up and we have to deal with different social workers each time.

In summary, 50% of counsellors felt that support mechanisms provided to their schools are inadequate to assist them in providing an effective guidance and counselling program. Counsellors made several suggestions for improvements that would help them in more effectively meeting the needs of students, including: (a) increased numbers of counsellors/increased counselling time, (b) increased inservice training for staff, (c) increased numbers of professionals hired by school system, (d) provision for more sharing of expertise among colleagues,

(e) higher priority placed on counselling services by administration, and (f) more effective networking with resource agencies.

Upgrading of Educational Qualifications

This section included questions and comments from the questionnaire related to upgrading of educational qualifications.

Would you like to upgrade your qualification?

Yes-80% No-17% No Response-3%

Counsellors were asked to indicate the obstacles to upgrading their education. Table 20 presents the obstacles indicated by participants to upgrading their qualifications.

Table 20

Obstacles to Upgrading Education

	Percentage of Responses From Each Counsellor Group		
Obstacles	Elementary-Junior High counsellors	Cluster counsellors	High School counsellors
Time constraints	17%	33%	50%
Admission/residency requirements at UofA	42%	-	42%
Family commitments	8%	17%	42%
Financial considerations	25%	-	33%
Lack of energy	8%	17%	33%
Difficulty obtaining sabbatical leave	17%	-	-

Counselling staff provided the following comments on their questionnaires regarding possibilities for upgrading their education and obstacles doing so:

Elementary-Junior High Counsellor Comments

Possibilities for upgrading:

> Limited, however application for admission to a Masters program at UofA is currently being attended to.
>
> Very good. I've regularly attended UofA classes and have taken part in many workshops.
>
> Very little possibility.

Obstacles to upgrading:

> Admission policies, UofA.
>
> Asked for a sabbatical and did not receive it.
>
> Taking courses while working is very difficult.
>
> Time, especially when I have children and am in a busy two career family.
>
> Financial burden on a single wage earner and family man.

Cluster Counsellor Comments

Possibilities for upgrading:

> I have just completed my grad diploma in guidance and counselling but I intend to continue taking courses in areas that I feel are inadequate. (i.e., family counselling, group counselling, family violence)
>
> I haven't looked into the possibilities recently.
>
> At present I am watching for appropriate workshops and attending them as time

permits.

Possibilities are excellent.

I believe I am sufficiently qualified to do the work I am doing.

Obstacles to Upgrading:

I want to stay with the students as opposed to increasing qualifications and being in a position which is more administratively oriented.

My personal life.

Little or no time to upgrade because of having five schools at such a great distance from my home.

High School Counsellor Comments

Possibilities for upgrading:

They improve significantly when I look outside of Alberta which makes me wonder why our government funds an institute that is not for the people.

Would have to be through night courses.

At this time I am upgrading, although not to the level I would like.

Very good.

Not really possible.

Obstacles to upgrading:

Commitments to family - I still have small children.

Bureaucracy! From my dealings with the UofA I have concluded that "all humankind were created equally, some more equally than others."

Something has to give, and I believe it is the counselling time that suffers.

Finances, time, family commitment - I

cannot see myself studying and raising a family at the same time.

In summary, 80% of counsellors felt that they would like to upgrade their education. Comments made by counsellors indicated that a number of counsellors were involved in course work at the time of the study. Obstacles to upgrading mentioned by counsellors included: (a) time constraints, (b) admission/residency requirements at the University of Alberta, (c) family commitments, (d) financial considerations, (e) lack of energy, and (f) difficulty in obtaining sabbatical leave.

Overall Effectiveness

This section included counsellor perceptions regarding their overall effectiveness.

Overall, are you satisfied with the effectiveness of the guidance and counselling program in your school?
Mostly yes-50% Mostly no-36% Don't know-7% No Response-7%

The following statements made by counselling staff during the interviews exemplify their perceptions regarding overall effectiveness:

> Given the resources and time, we do a really good job. It really reflects the dedication of the staff.
>
> I love what I do and I believe I can

make a difference but I do feel frustrated with the way things are going and I think it is ironical at this time when we have so many social problems that we can't find the money to do what we have to do.

I think that kids are what we are all about and we have to find ways of helping them more effectively.

The counselling staff are a great bunch of people, they are just overwhelmed and burned out. We lose a number of them every year.

There is a lot of talent (among staff) and we're not even able to share what we know because of time constraints and because of all the things we have to do.

When I look at my questionnaire, it appears that I am dissatisfied but that isn't really true. I think we are doing a good job given what we have. I just think so much more should be done that we are not doing. The number of students with problems has tripled. The guidance component is non-existent. We are not preparing students soon enough and well enough about courses to take and how to apply to various institutions.

It's an honor to be part of such a group. I can't imagine working with a more dedicated group of people.

CHAPTER FIVE

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

This chapter is organized into five sections. The first section presents a summary of the findings along with conclusions and alignment of the research findings with the literature. The limitations and delimitations of the study are presented in the second section. The third section includes implications for practice and research. The recommendations are presented in the fourth section, followed by a concluding statement.

Summary and Conclusions

The purpose of this study was to carry out an in-depth exploration of the perceptions of counselling staff of the Edmonton Catholic School District regarding their effectiveness. The study was intended to determine the extent to which counselling staff perceived themselves as being competent in their roles, as well as to ascertain the factors that they perceived as having an impact on their effectiveness.

Counselling staff interviewed for this study emphasized a number of issues that have been described in the literature regarding counsellor effectiveness, and also

provided some unique insights into the specific factors that affect their ability to have an impact with students in problem areas identified by them.

Overall, it is evident that the counsellors interviewed for this study generally perceived themselves as being competent in carrying out many of the functions that comprise their major roles of counselling, consulting, and co-ordinating. It is also evident that counselling staff perceived a number of barriers that detract from their ability to be as effective as they would like.

The major areas identified by counselling staff in which they perceived having an impact included school problems, family problems, suicidal students, and sexual abuse problems.

Counselling staff identified several themes in their descriptions of the events, people or circumstances that contributed to a positive outcome in each of the problem areas identified. Themes identified most often by participants in the situations for which they had an impact included counsellor support, parent involvement, and teamwork.

Participants provided numerous examples in which counsellor support had been an important variable in bringing about an impact. In working with school behavior problems, for example, some participants described working for a year or more with students in individual counselling

sessions. Some counselling staff described the importance of certain aspects of individual counselling in contributing to their effectiveness, including the establishment of a trusting counselling relationship, the ability to be an effective listener, and the ability to recognize and utilize the strengths of the student. Numerous researchers have emphasized the importance of the counselling relationship and the willingness of counsellors to allow students to explore their issues in a climate of empathy and positive regard (Belkin, 1981; Boy & Pine, 1978; Drury, 1984).

Counselling staff also described having a positive impact with family problems after calling parents by telephone, visiting the home of the student, or involving the family in counselling sessions. Counselling staff emphasized the increased potential for having an impact that results when parents become involved in helping to resolve problems. Several participants described an important function as being an intermediary or mediator between students and parents, and stressed the importance of establishing open communication channels in order to effectively resolve problems. Drury (1984) points out that for troubled families who are unwilling or unable to participate in family therapy, the time spent with the school counsellor may be the only opportunity to intervene in the parent-child relationship.

Counselling staff also described the benefits that

result from consulting with other staff members and carrying out effective teamwork, particularly with difficult cases. Several participants described the increased support they feel as well as the increased potential for having an impact that results from sharing information and ideas with colleagues.

In recent years researchers have urged school counsellors to increase consultation to parents and teachers in order to improve their effectiveness. Umansky and Holloway (1984) have pointed out that consultation is a method of maximizing the relevance and credibility of school counselling services. Bundy and Poppen (1988) in their review of literature on school counsellors' effectiveness as consultants found that outcomes of parent consultation studies indicated significant changes in parents' attitudes, student motivation, child-rearing behavior, parent-child communication, and academic achievement in students. The same study indicated that consultation with teachers was also found to be effective in changing teachers' attitudes and improving students' classroom behavior.

Counselling staff elaborated on a number of other variables that were instrumental in their effectiveness including use of resource agencies, motivation of the client, group counselling sessions, and follow-up work. It is clear from these findings that counselling staff do not work in isolation. Although counselling staff perform

several specialized functions, the participants interviewed for this study perceived the input and co-operation of students, parents, teachers, administrators, and other professionals as being a very important part of their ability to have an impact.

The problem areas identified by counselling staff in which they perceived having had little impact were the same as those for which an impact occurred. The three major areas in which counselling staff perceived having little impact included school problems, family problems, and in working with suicidal students.

In the problem areas for which counselling staff perceived having little impact, the major themes identified included lack of parent involvement/co-operation, lack of client motivation, and lack of time.

In working with family problems, several participants described having had little impact when parents or significant adults in the student's life refused to acknowledge the problem or when parents sought advice from counselling staff but neglected to follow through with the suggestions provided. Counselling staff also described several incidents in which lack of motivation or co-operation on the part of students had resulted in little impact occurring. In working with students experiencing family problems, for example, some students were unwilling to involve their parents, or not ready to take advantage of

the help available to them. In other cases counselling staff perceived having had little impact when students left the school without the problem having been adequately resolved.

Several participants described having little impact in cases where they did not have sufficient time to adequately or consistently perform counselling, consulting or follow-up functions. Other staff members expressed feeling ineffective when heavy caseloads or crisis interventions resulted in reduced counselling time for students, or prevented them from having adequate time to assist teachers with interventions or monitor the progress of students with whom they had worked. These findings are supported by studies that have indicated that students perceive counsellor effectiveness as being related to direct contact of counsellors with students and availability of counsellors to students, teachers, and parents (Wells & Ritter, 1979; Wiggins & Moody, 1987).

All groups of counselling staff were in agreement that although counselling services are available to all students, many are not being adequately serviced. A large majority of staff felt that their schools have not been allotted sufficient counselling time, and that student counsellor ratios are excessively high. The comments made by counselling staff indicated that cluster counsellors have a particularly difficult time balancing workloads and meeting

the needs of all students in the six schools serviced by them. Researchers have pointed out that high student counsellor ratios and serving multiple schools causes the effectiveness of guidance and counselling services to decline, and inhibits counsellors from establishing key relationships with students, parents, and school personnel (Boser et al., 1988).

Counselling staff also perceived some support mechanisms being inadequate to help them in providing effective services. A number of participants described feeling inadequately prepared to handle many of the current situations that arise with regards to troubled children, and suggested a number of improvements that would enable them to be more effective. Counselling staff suggested a need for more specialists within the system to provide consulting services to them in working with troubled children. They also felt that more efficient networking with resource agencies would free up much time spent on the telephone. Many of the participants also described the benefits of networking among colleagues and of collaborative consultation, and suggested that more time for these activities would be helpful at increasing their efficiency and effectiveness. A majority of counselling staff also expressed a desire to upgrade their education through university courses or inservice training. A number of participants indicated that they are challenged by many of

the problem situations that arise, and several indicated that they did not have adequate training to deal with some crisis situations. In recent years researchers have emphasized that growing numbers of social problems have resulted in an increased need for school counselling services, as well as a greater need for professional renewal and updated training for school counsellors (Halstead, 1983; Schmidt, 1984; Wilson & Rotter, 1980).

It is evident from the incidents described by the counselling staff in this study that the majority of participants viewed individual counselling as their priority role. Personal/social counselling was perceived as the counselling function that is being most effectively implemented by all staff. Some studies have indicated that counsellors rated as most effective spend the majority of their time doing individual counselling (Wiggins & Mickle-Askin, 1980; Wiggins & Moody, 1987).

It is also evident from the incidents described and the comments made by counselling staff that they perceived the services in this school system as being more remedial than preventative or developmental. Although a few participants described the benefits of preventative work and of group counselling, neither appear to be widely implemented by the counselling staff in this particular school system. Career counselling was the counselling function perceived as being most poorly implemented by all groups, yet is perceived by

them to be an important function.

It is also evident from the questionnaires and interviews that counselling staff perceived their consulting role as being important, but that certain functions within this role are not being well implemented by some counsellor groups. A large number of participants indicated that although they perceive being a resource to guidance programs as being important, this function is not being well implemented by them. Although much of the guidance function is carried out by classroom teachers through the Christian Family Life Program, it is evident that many of the counselling staff would prefer to have greater involvement in classroom guidance functions, and in doing preventative work with students.

Although counselling staff generally perceived co-ordinating as an important role, a number of them perceived the following functions within this role as not being adequately implemented: making available career information, providing information regarding use and abuse of chemical substances, and reviewing the role and function of the school counsellor with staff. Kameen et al. (1985) point out that appropriate co-ordination is necessary for establishing goals and effective counselling and consulting practices, and makes the daily ongoing activities of school counsellors more predictable and accountable, as well as less stressful.

It is also evident that from this study that a large number of the staff in this school system perceived the guidance and counselling program as not being regularly monitored and evaluated in a systematic manner. In recent years researchers have stressed the importance of ongoing evaluation in the area of school counselling (Breakwell, 1987; Fairchild, 1986; Matthay, 1988). Evaluation is important for counsellors in order to validate their work and the programs being implemented by them. Aubrey (1982) points out that evaluation may be the most important means of strengthening and enhancing the role of the counsellor. It has been pointed out by researchers in the area of school counselling that measures of accountability must be built into the school system in order to ensure effective counselling (Schmidt, 1984; Wiggins & Moody, 1987).

Limitations and Delimitations of the Study

The intent of the study was to obtain the perceptions of counselling staff of the Edmonton Catholic School District regarding their effectiveness. Because the respondents interviewed were from a single, urban Alberta school system care must be taken in generalizing the findings to other settings.

A few participants indicated during interviews that a sliding scale on the Elementary/Junior High and Senior High

Counsellor questionnaires rather than "mostly yes" and "mostly no" responses would have enabled them to indicate degrees of effectiveness of various functions and outcomes. The use of "mostly yes" and "mostly no" responses may have somewhat limited the information obtained.

This study was delimited to obtaining counselling staffs' self-reported perceptions of their effectiveness. Perceptions of effectiveness may differ according to the particular group being questioned and the expectations that they have. Therefore further information could be gained by obtaining the perspectives of other groups including administrators, teachers, parents, and students.

Delimitations were also evident in the data gathering techniques. The use of the critical incident interview method required classification of the data. This was a subjective process, and relied largely upon the researcher's ability to classify the data in a manner that most suited the data obtained.

Implications of the Study

The issues raised by the counselling staff who participated in this study have a number of practical implications for counsellors, administrators, and counsellor educators, as well as implications for further research that could be carried out in this area.

Some of the major barriers to effectiveness identified by the participants in this study were high student-counsellor ratios, lack of sufficient counselling time, and increasing numbers of crisis cases which result in an inability to do preventative work. Researchers have pointed out that role conflict, high student counsellor ratios, and an increased focus on crisis situations have resulted in a potential for decreased effectiveness and increased stress and risk of burnout for school counsellors (Dragan, 1981; Hassard, 1981; Moracco, Butcke & McEwan, 1984; Myrick, 1987). This evidence suggests the importance of working towards correcting the inadequacies that cause counselling staff excessive stress. One step that could be taken by counselling staff is to work towards determining strategies to promote a reduction in role conflict by clarifying their roles with parents, students, staff, and administrators. This could be done through classroom visits, notes to parents or inservices for staff and administrators.

These findings also suggest the importance of ongoing communication between school counselling staff and administration regarding re-definition of the workloads of counselling staff. Wayne (1983) suggests that the effectiveness of counsellors becomes watered down in direct proportion to the broadening of roles. It is important that priorities be set with administrators regarding counsellors' time and work emphasis and also that counsellors and

administrators co-operatively determine changes that are necessary in the occupational environment in order to lessen stress for counselling staff. Counselling staff could benefit from colleague support groups or workshops that provide opportunities for learning and camaraderie. The development of inservice programs on self-renewal, time management, and learning techniques for managing role stress would be useful for this purpose.

Counselling staff acknowledged a need for additional skills, particularly with regards to troubled students with whom they work. Schmidt (1984) has discussed concerns that arise over the adequacy of training provided to counselling staff to effectively deal with contemporary problems with which they are confronted. It is critical that administrators and counsellor educators respond to this issue by providing professional renewal activities through workshops, inservice training, seminars, conferences, and university courses that address contemporary issues with which school counsellors are currently being confronted. Counselling staff must continue to dialogue with counsellor educators and administrators in order to further clarify ongoing training needs. There would be little disagreement that many problems students grapple with stem from family dysfunction, yet many families are unwilling or unable to attend family therapy and the responsibility falls on the counsellor to deal with the problems that arise.

Counselling staff may require further training that can help them to more adequately deal with family problems with which they are confronted. Counselling staff could benefit from workshops or courses that provide training to deal with specific crisis situations such as alcoholism, sexual abuse, or suicidal students.

Since the human resources of counselling staff are limited, it may also be useful to consider different ways in which the counselling needs of students could be met, Researchers have suggested that peer counselling and group counselling can help to improve the cost efficiency as well as effectiveness of school counselling services (Drury, 1984; Wells & Ritter, 1979). Training in the area of group counselling procedures would be useful for those counsellors who are unfamiliar with the dynamics and procedures for working with groups of students.

Another resource that could be tapped for meeting the needs of students and families is the potential social support available through the larger community. In recent years numerous researchers have investigated the link between social support and mental health, and have pointed to social support as a resource for helping individuals and families to cope with or recover from various crises (Cohen & Syme, 1985; Cooke, Rossmann, McCubbin & Patterson, 1988; Gottlieb, 1983; Leavy, 1983). Counselling staff could establish support groups as an adjunct service to supplement

those services already provided by them. Event-centered support groups such as parent groups or adolescent peer support groups, for example, could provide the opportunity for peer sharing and guidance and enable participants to "compare notes" regarding coping strategies. The support group format could improve cost effectiveness by allowing several clients to be serviced simultaneously. In addition, support groups could be led by caregivers from the community, thus alleviating some of the role overload currently being experienced by counselling staff. Mobilizing support groups of this type could also decrease the necessity for counsellors to perform many of the roles traditionally performed by parents. Gottlieb (1983) points out the numerous benefits of event-centered support groups, including the provision of normalizing, supportive and modeling functions, and a sense of community that cannot be provided through individual crisis intervention.

It is also useful to consider the potential benefits of social support for enhancing the functioning and morale of counselling staff. In recent years researchers have studied the role of social support in buffering or alleviating the effects of occupational stress (House, 1981; LaRocco, House & French, 1980). It may prove useful for the administration of this school district to implement support development workshops during which counseling staff could examine various aspects of their support systems and formulate

strategies for optimizing the support available among colleagues and within the larger workplace. Workshops of this nature could provide the opportunity for staff to develop stronger networks as well as more meaningful relationships with one another, and could also serve to decrease the feelings of isolation being experienced by some of the counselling staff.

It is also important that counselling staff continue to take a proactive role in demonstrating the outcomes of their work. In order to do this, counselling staff need to be aware of a common set of objectives, and discuss with administrators what is to be accomplished, by what methods, and how progress is to be determined. Without a common set of objectives from school to school, it is difficult to evaluate program outcomes. Wiggins and Moody (1987) have indicated that having an organized counselling program is important to counsellor effectiveness. Myrick (1984) further indicates that evaluation of school counselling programs enables counsellors to know whether they are accomplishing their goals, helps them to identify what remains to be done, reinforces effective approaches, and suggests new directions.

This study also provided some implications for further research. It is obvious that counsellors can provide better services with smaller student to counsellor ratios, but it is unclear to what degree the effectiveness of school

counsellors is diminished as the number of students increases. Further studies could be done to document the daily workloads and functions of school counsellors with differing caseloads and school assignments in order to determine the maximum number of students that are feasible for counsellors, and to explore other conditions that come into play to affect this issue.

It is evident from this study that the counselling staff of this school district perceived themselves as competent in carrying out their roles, but that there are a number of environmental and circumstantial stressors that interfere with their ability to be as effective as they would like. There is little research information that indicates the extent to which these conditions extend to other school systems in Alberta or Canada. In recent years the literature has pointed out that school counselling staff must contend with increasing numbers of crisis cases with decreased staff and funding, but there have been few Canadian studies that have looked at specific factors that influence the ability of counselling staff to have an impact, and the degree to which these factors enhance or impede the effectiveness of counselling staff. It would be useful to carry out studies similar to this one in other school districts within Alberta or Canada in order to determine the similarities or differences that exist for other counselling staff, as well as to determine the needs

of counselling staff as perceived by this group of professionals on a larger scale.

Although researchers have documented the effectiveness of a number of interventions in the area of school counselling, there is little evidence regarding how various interventions used differ in their effectiveness. There is also little information about the forms of interventions that are most effectively used at different ages, or the techniques that are most effective with different individuals. There is a need for longitudinal studies in the area of school counselling to provide information on the long range effects of various guidance and counselling interventions and techniques.

Although there has been research done in recent years pertaining to the potential for counsellor stress and burnout among school counsellors, there have been few studies that have measured occupational stress among school counselling staff. It would be useful to conduct a study to specifically measure personal and occupational stress among this group of professionals.

Recommendations

Counselling staff occupy vital positions within the schools, and provide a service that is crucial to students, parents, and school staff. It is imperative that they are

enabled to provide effective services. Based on the information obtained from the findings of this study it is recommended that the following action be taken by the administration of the Edmonton Catholic School District:

1. **The number of school-based resident counsellors be increased.**

A large majority of school counsellors indicated that the current ratio of counsellors to students does not provide time for all students to receive appropriate guidance and counselling services, and felt that increased numbers of counsellors would allow for more adequate provision of counselling services to students.

2. **Counselling time allotted to schools be increased.**

The majority of respondents indicated that insufficient counselling time has been allotted to their schools, and felt that increased counselling time would allow for more effective performance of functions and an ability to reach more students.

3. **Counsellors be assigned to a maximum of 2 or 3 schools.**

Respondents at all levels indicated dissatisfaction with the current cluster concept and felt strongly that cluster counselling is not effective in meeting the needs of students. Respondents suggested that being responsible for

fewer schools would allow for better balancing of counselling, consulting, and co-ordinating functions.

4. **Implementation of the consultation model be increased.**

Respondents who had utilized a collaborative consultation model pointed out that the use of this method results in co-operative team work, increased learning for those involved and greater effectiveness. Both school counsellors and Student Services sector team members stressed a need for increased use of the consultation model.

5. **Increased opportunities for counselling staff to meet and share ideas be provided.**

School Counsellors and Student Services staff emphasized that meeting with their colleagues provides an increased potential for learning, sharing of ideas, and opportunities for greater camaraderie. They expressed a desire for more sharing of this nature. Meetings of this nature would provide counselling staff with the opportunity to exchange ideas, discuss current issues and plan improved services to students, staff and parents.

6. **Increased opportunities for regular staff development and inservice training be provided.**

Counselling staff stressed a need for more staff development particularly pertaining to practical techniques and

procedures for dealing with current problems that arise with regards to troubled children.

7. **Numbers of specialists within the system who have training and expertise in dealing with troubled children be increased.**

School counsellors indicated a need for more specialists within the system to serve as consultants and provide practical assistance to counsellors in dealing with troubled children.

8. **Networking between the school system and community agencies be enhanced.**

School counsellors indicated frustration with the fact that much of their counselling time is currently spent in attempting to make contact with community agencies, and suggested a need for more effective networking with resource agencies.

9. **A formal evaluation system for the school based guidance and counselling program be developed and implemented.**

A large number of school counsellors indicated that there is currently no formal evaluation system in place for the school guidance and counselling program. A formal evaluation system would maintain quality of service as well as provide a measure of accountability to the groups

serviced by school counsellors.

10. **Upgrading of educational qualifications of counselling staff be encouraged.**

The majority of respondents indicated that they would like to upgrade their qualifications in a number of areas and many indicated that assistance is required from the University of Alberta and the school board in removing obstacles to educational upgrading.

Concluding Statement

Increasingly diverse student problems and the current economic situation have made the need for effective school counselling services even more critical than in the past. Counselling staff provide unique services within the schools that no other school personnel are trained to provide, and contribute much support to the educational process.

The findings of this study indicate that the counsellors of the Edmonton Catholic School District perceived themselves as having an impact on students in a number of areas. It is also evident that a lack of sufficient counselling time, high student counsellor ratios, and lack of training in specific areas present barriers to effectiveness for this group of counselling staff. Maximizing counsellor effectiveness is a shared

responsibility of counselling staff, administrators, and counsellor educators.

It is imperative that counselling staff take a proactive role in identifying their training needs to counsellor educators, dialoging with school administrators about their workloads, and evaluating their effectiveness. It is also imperative that administrators and counsellor educators respond by bringing about changes that will enable counsellors to more effectively meet the needs of the students serviced by them.

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APPENDIX A

CRITICAL INCIDENTS INTERVIEW GUIDE

CRITICAL INCIDENTS INTERVIEW GUIDE

Counselling Staffs' Perceptions of Effectiveness

Establishing the Aim

Please focus on your experience as a member of the counselling staff within the Edmonton Catholic School System.

Presumably there have been times when you have felt as though you were making a difference. There may also have been times when you felt as though you made little or no impact. Please turn your attention to both your successes as you perceive them, and to what you perceive as experiences of little impact.

The Critical Incidents:

Incident:

Please identify and describe a particular incident where you felt as though you made a significant impact as a (school counsellor, behavior management resource counsellor, school psychologist).

Is there another incident that comes to mind for you? (Search for additional incidents...)

Please identify and describe an incident where you felt you made little impact as a (school counsellor, behavior management resource counsellor, school psychologist).

Is there another incident that comes to mind for you? (Search for additional incidents...)

Clarifying Information:

What were the circumstances leading up to this incident?

When did this particular incident occur?

Who was involved in this particular incident?

Please describe what was done by you or by others to result in you feeling as though you made a significant impact.

Please describe what was done by you or by others to result in you feeling as though you made little impact.

What was the outcome of this particular incident?

APPENDIX B

STAFF QUESTIONNAIRE

EDMONTON CATHOLIC SCHOOL DISTRICT
REVIEW OF COUNSELLING SERVICES

INTRODUCTION

This questionnaire has been designed to gather data about the guidance and counselling services provided by the Edmonton Catholic Schools. Although guidance and counselling are certainly related, there are very clear distinctions between them as well.

In the Edmonton Catholic School District, guidance consists of proactive instruction in the areas of personal, social, educational and career development. It rests on the ideas that learning is basic to individual growth and development and that all students should have an opportunity to acquire knowledge, skills and activities for gaining a better understanding of themselves and others. In essence guidance is a planned, structured opportunity for all students to discuss their feelings, attitudes and problems with a significant adult, such as a teacher or counsellor. In this respect, it serves as "preventative medicine" in that students are able to work through little problems before they become larger, more difficult concerns.

In contrast, counselling is more reactive by nature. It rests on the assumption that anyone from time to time may experience a problem, concern or difficulty that can interfere with effective functioning and progress in school, or stand as an obstacle to personal development and satisfactory goal attainment. School counselling assists students to examine a particular educational or career-planning issue or personal or social concern, to see it in different ways, to clearly define the problem, discover alternative solutions, explore possible consequences, and decide upon a course of action. Such counselling deals with relatively transitory issues and is of short duration, and seeks to have the student learn ways of handling personal concerns that he or she can apply to future situations. School counselling requires sensitivity, skill and the knowledge of when to refer to more specialized resources beyond the school for problems of a more serious nature.

EDMONTON CATHOLIC SCHOOL DISTRICT
REVIEW OF COUNSELLING SERVICES

STAFF QUESTIONNAIRE

Please answer all of the following questions. Please circle your answers directly on this booklet.

1. I am a(n):

   A. Administrator
   B. Teacher
   C. School-Based Resident Counsellor
   D. Cluster Counsellor
   E. Student Services Sector Team Member

2. My job responsibility is <u>primarily</u> in a(n):

   A. Elementary School
   B. Junior High School
   C. Senior High School
   D. Elementary and Junior High School(s)

3. My school has:

   A. A School-Based Resident Counsellor
   B. A Cluster Counsellor (use services provided by Student Services Sector Team Personnel)

This questionnaire is divided into four sections. Section A describes some possible functions or activities of a school-based, resident counsellor followed by two sets of letters for rating the statement. For the first response column circle the importance of this function. For the second response column, circle how well you think this service is performed in your school.

Please indicate your answers directly on this booklet.

Please note carefully the **NUMBER** of the question when marking your response.

In section A, please indicate your answer according to the following scale:

IMPORTANCE OF GOAL	LEVEL OF IMPLEMENTATION OF GOAL
A - Very important function	A - Service performed in an excellent manner
B - Moderate to high importance	B - Service performed well
C - Below average importance	C - Service performed in a somewhat below average manner
D - Low importance	D - Poor service
E - N/A - Not applicable	E - Not Applicable or unable to answer

SECTION A

COUNSELLING

	IMPORTANCE OF GOAL	LEVEL OF IMPLEMENTATION OF GOAL (How well is this service performed in your school?)
To counsel students in individual or small group class sized sessions in 3 major areas:		
: Educational (eg. study skills, course selection, graduation requirements).	4. A B C D E	5. A B C D E
: Career (eg. interests, aptitudes, job requirements, planning)	6. A B C D E	7. A B C D E

COUNSELLING

	IMPORTANCE OF GOAL	LEVEL OF IMPLEMENTATION OF GOAL (How well is this service performed in your school?)
: Personal/Social - assist students to: a) resolve spiritual, behavioral, social or emotional difficulties, b) understand adolescent development and adult behavior, c) function effectively with others.	8. A B C D E	9. A B C D E
To be an advocate for troubled students.	10. A B C D E	11. A B C D E
To be a major source of encouragement for children and adolescents.	12. A B C D E	13. A B C D E
To have special concern and involvement for exceptional or atypical students.	14. A B C D E	15. A B C D E
To help students realistically assess their interests, abilities, values and achievement (eg. through standardized tests).	16. A B C D E	17. A B C D E
To prepare students for the next level of schooling.	18. A B C D E	19. A B C D E
To assist students in educational planning appropriate to age level and maturity.	20. A B C D E	21. A B C D E

COUNSELLING

	IMPORTANCE OF GOAL	LEVEL OF IMPLEMENTATION OF GOAL (How well is this service performed in your school?)
To acquaint students with the job search skills.	22. A B C D E	23. A B C D E
To assist in the orientation of students new to the school.	24. A B C D E	25. A B C D E
To help students to seek the assistance of community agencies for special concerns.	26. A B C D E	27. A B C D E

CONSULTING

To assist in identifying students with problems or handicaps.	28. A B C D E	29. A B C D E
To assist staff in understanding and dealing with students with problems or handicaps.	30. A B C D E	31. A B C D E
To be involved in staff development programs to help teachers develop skills for more effective relationships with students.	32. A B C D E	33. A B C D E
To consult with staff regarding such things as student: achievement, physical and emotional health, school adjustment, attendance, conflicts between home and school.	34. A B C D E	35. A B C D E

CONSULTING

	IMPORTANCE OF GOAL	LEVEL OF IMPLEMENTATION OF GOAL (How well is this service performed in your school?)
To assist staff in developing a favourable classroom and school climate.	36. A B C D E	37. A B C D E
To be a resource person to various guidance related programs (Elementary: Health, Christian Family Life [CFL]; Junior High: Guidance, CFL; Senior High: Career and Life Management, Choices).	38. A B C D E	39. A B C D E
To play an active role in case conferences regarding progress and/or behavior of a student.	40. A B C D E	41. A B C D E
To be available to demonstrate attentive classroom management techniques.	42. A B C D E	43. A B C D E
To provide consultation/counselling services to parents regarding:		
a) academic achievement,	44. A B C D E	45. A B C D E
b) school adjustment,	46. A B C D E	47. A B C D E
c) parent-teen relationships,	48. A B C D E	49. A B C D E
d) conflicts between home and school.	50. A B C D E	51. A B C D E
To assist in obtaining community resource help for parents in need.	52. A B C D E	53. A B C D E

	CO-ORDINATING IMPORTANCE OF GOAL						LEVEL OF IMPLEMENTATION OF GOAL (How well is this service performed in your school?)					
To be open to dealing with difficult cases.	54.	A	B	C	D	E	55.	A	B	C	D	E
To be diligent in responding to a request for help by a staff member of parent.	56.	A	B	C	D	E	57.	A	B	C	D	E
To have a great deal of knowledge of child behavior patterns.	58.	A	B	C	D	E	59.	A	B	C	D	E
To respect the sensitivity of others by maintaining appropriate confidentiality and by not discussing a student's problems in a public area.	60.	A	B	C	D	E	61.	A	B	C	D	E
To make time available before and after school hours to consult with parents and school staff.	62.	A	B	C	D	E	63.	A	B	C	D	E
To ensure that adequate communication exists among parents, school staff and the counsellor when focusing on the behavior, development and progress of an individual child.	64.	A	B	C	D	E	65.	A	B	C	D	E
To be active in identifying the educational and guidance needs of students in the school.	66.	A	B	C	D	E	67.	A	B	C	D	E
To set up, in conjunction with the principal, a school based guidance committee with representation from teaching staff, parents, and students.	68.	A	B	C	D	E	69.	A	B	C	D	E

CO-ORDINATING

	IMPORTANCE OF GOAL	LEVEL OF IMPLEMENTATION OF GOAL (How well is this service performed in your school?)
To have a written set of time-guided counselling/guidance goals and objectives developed in consultation with administration and a guidance committee in the school, which forms the basis for the counsellor's activities for the year.	70. A B C D E	71. A B C D E
To communicate these goals to students, parents and school staff.	72. A B C D E	73. A B C D E
To develop a process for evaluating time-guided counselling/ guidance goals and objectives.	74. A B C D E	75. A B C D E
To provide staff with a written statement of the goals and objectives of the school's guidance and counselling program.	76. A B C D E	77. A B C D E
To make recommendations regarding the placement of students in particular courses or special classes or programs.	78. A B C D E	79. A B C D E
To interpret test results and other information in the student's cumulative record card to students, staff, and parents.	80. A B C D E	81. A B C D E

CO-ORDINATING

	IMPORTANCE OF GOAL	LEVEL OF IMPLEMENTATION OF GOAL (How well is this service performed in your school?)
To make available material detailing career information including working conditions, salary, training required, etc.	82. A B C D E	83. A B C D E
To make available material detailing programs and requirements at post-secondary institutions (eg. universities, colleges, technical schools).	84. A B C D E	85. A B C D E
To provide information and counselling related to the use and abuse of chemical substances such as drugs and alcohol.	86. A B C D E	87. A B C D E
To provide appropriate information about scholarships and financial aid.	88. A B C D E	89. A B C D E
To maintain liaison with post-secondary institutions, student finance board, professional associations and to ensure the provision of accurate up-to-date information to students.	90. A B C D E	91. A B C D E
To be involved in career development at all levels.	92. A B C D E	93. A B C D E

CO-ORDINATING

	IMPORTANCE OF GOAL	LEVEL OF IMPLEMENTATION OF GOAL (How well is this service performed in your school?)
To make referrals to other school system personnel and/or community resources when the needs of the student cannot be met in the school.	94. A B C D E	95. A B C D E
To keep students, staff and parents aware of the counselling program through school newsletter, school-parent meetings and school handbook.	96. A B C D E	97. A B C D E
To review with the total staff the role and function of a school counsellor.	98. A B C D E	99. A B C D E
To keep the local parish(s) informed of the guidance and counselling programs and services in the school.	100. A B C D E	101. A B C D E
To participate in an integral way as a staff member through such activities as, attending staff functions, assisting with school activities and coaching school teams.	102. A B C D E	103. A B C D E

SECTION B

In section B, that follows, the role of Student Services Sector Team personnel is examined more closely. Please make a response to each of the following items and comment if you wish.

104. Should learning and behavior problems be dealt with by <u>separate</u> Student Services Sector Team members (eg.School Psychologists should deal <u>only</u> with learning problems, while Behavior Management Resource Counsellors (BMRC's) should deal solely with behavior problems)?

A. Yes
B. No
Comments:_____

_____

105. Do you feel that School Psychologists should be involved in addressing behavior problems?

A. Yes
B. No
Comments:_____

_____

106. Is the Behavior Management Resource Counsellor service effective in resolving the behavior problem situations that have been referred to them?

A. Yes
B. No
Comments:_____

_____

107. Do you feel that Behavior Management Resource Counsellors have enough time to provide adequate service?

A. Yes
B. No
Comments:_____

_____

108. Do the services of the school psychologist provide teachers with enough assistance to enable them to resolve:

A. Behavior Problems
   A. Yes
   B. No

B. Learning Problems
   A. Yes
   B. No

Comments: _____

_____

109. Is there adequate follow-up on cases referred to Behavior Management Resource Counsellors?

A. Yes
B. No
Comments: _____

_____

110. Is there adequate follow-up on cases referred to School Psychologists?

A. Yes
B. No
Comments: _____

_____

111. Is the present focus of the Behavior management Resource Counsellor service:

A. assessment of the problem only?
B. treatment and/or intervention for the student/parent/ teacher only?
C. mainly assessment, some treatment and/or intervention?
D. mainly treatment and/or intervention, some assessment?

Comments: _____

_____

_____

SECTION C

This section deals with the provision of guidance and counselling services to your school. To summarize the comments on the opening page of this questionnaire, guidance refers to proactive instruction delivered to <u>all</u> students in the areas of personal, social, educational and career development. In this respect, it serves as "preventative medicine". In contrast, school counselling is more reactive by nature. It is concerned more with helping <u>individual</u> students resolve specific personal, social, educational and career development problems.

112. Do you feel that your school has been allotted enough counselling time?

A. Yes
B. No
Comments: _____

_____

113. Do you feel that your school has adequate guidance services?

A. Yes
B. No

114. Who should be most responsible for providing guidance services within your school?

A. Each classroom teacher.
B. One teacher, who is not professionally trained, should be selected to provide this service for the whole school.
C. The school administrator.
D. A professionally trained school-based, resident counsellor.
E. A Student Services Sector Team member.

115. Who should be most responsible for providing counselling services within your school?

A. Each classroom teacher.
B. One teacher, who is not professionally trained, should be selected to provide this service for the whole school.
C. The school administrator.
D. A professionally trained school-based, resident counsellor.
E. A Student Services Sector Team member.

116. Should counsellors be assigned to schools on "an enrolment basis" (for example, each school would have to have a minimum number of students in order to receive a resident counsellor.

A. Yes
B. No
Comments: _____

_____

SECTION D

117. What do you like best about the counselling services presently provided?

_____

_____

_____

_____

_____

_____

_____

_____

_____

118. How would you change guidance and counselling services?

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX C

ELEMENTARY-JUNIOR HIGH COUNSELLOR QUESTIONNAIRE

AND

SENIOR HIGH COUNSELLOR QUESTIONNAIRE

THE EDMONTON CATHOLIC SCHOOL DISTRICT
REVIEW OF COUNSELLING SERVICES

ELEMENTARY - JUNIOR HIGH COUNSELLOR QUESTIONNAIRE

INTRODUCTION

We recognize that you may work in more than one school. Therefore, please answer the following questions in general terms. Where there are major differences between or among the schools in which you work please describe these in the space provided at the end of the section.

INSTRUCTIONAL LEADERSHIP

1. In how many schools do you work as a counsellor?
   A. 1
   B. 2
   C. 5

2. The school district has a written statement of the philosophy of the school guidance and counselling program.
   A. Yes
   B. No

	Mostly Yes	Mostly No	Don't Know
3. The school(s) have written statement(s) of the philosophy of the school guidance and counselling program.	_____	_____	_____
4. School administrators are committed to the philosophy of guidance and counselling program.	_____	_____	_____
5. The teaching staff of the school(s) are committed to the philosophy of the school(s) guidance and counselling program.	_____	_____	_____
6. The philosophies of the school(s) guidance and counselling program(s) are congruent with the district philosophy.	_____	_____	_____
7. The guidance and counselling program at the school(s) are based upon the Alberta Education Guidance and Counselling Services Manual.	_____	_____	_____

	Mostly Yes	Mostly No	Don't Know
8. The goals and objectives of the school(s) guidance and counselling program are:			
a. clearly specified	_____	_____	_____
b. in harmony with provincial goals and objectives	_____	_____	_____
c. in harmony with district goals and objectives	_____	_____	_____
d. articulated across the grades	_____	_____	_____
9. The school(s) use(s) a "team approach" to providing guidance and counselling services.	_____	_____	_____
10. In relationship to the guidance and counselling program in the school(s) in which you work the principal:			
a. establishes and coordinates the school program	_____	_____	_____
b. establishes the guidance and counselling team	_____	_____	_____
c. outlines the counsellor's job	_____	_____	_____
d. establishes the long and short term goals of the program with the counsellor	_____	_____	_____
e. assists in evaluating the outcomes of the services.	_____	_____	_____
f. other (please specify)			
_____			
_____			
11. In relation to the guidance and counselling program in the school(s) in which you work, the counsellor:			
a. provides guidance, group and individual counselling to students	_____	_____	_____
b. acts as a resource person to teachers	_____	_____	_____
c. undertakes group and individual testing of aptitudes, abilities and achievement	_____	_____	_____
d. consults with teachers, parents, administrators and community agencies	_____	_____	_____

	Mostly Yes	Mostly No	Don't Know
e. secures and distributes current information in educational, career and personal/social services	_____	_____	_____
f. shares professional expertise	_____	_____	_____
g. promotes tolerance and understanding	_____	_____	_____
h. assists students, parents, teachers and school administrators with special program placements	_____	_____	_____
i. other (please specify)			

_____

_____

12. In relation to the guidance and counselling program in the school(s) which you work, the teacher:

a. identifies and refers students	_____	_____	_____
b. adapts instructional methods to different learning styles	_____	_____	_____
c. consults with parents and counsellors regarding student behavior and needs	_____	_____	_____
d. integrates components of the guidance and counselling program as specified at the school	_____	_____	_____
e. participates in student orientation and public relations	_____	_____	_____
f. other			

_____

_____

13. The school(s) maintain a guidance and counselling program written plans which relate the school program goals and objectives to strategies and desired outcomes of the programs. _____ _____ _____

14. Do you as a counsellor maintain:

a. annual plans	_____	_____	_____
b. monthly plans	_____	_____	_____
c. weekly plans	_____	_____	_____
d. daily plans	_____	_____	_____

	Mostly Yes	Mostly No	Don't Know
15. The guidance and counselling functions and activities at the school(s) are clearly outlined and timetabled.	_____	_____	_____
16. The school(s) maintain(s) a long range plan for implementing new programs/activities related to their school guidance and counselling programs.	_____	_____	_____
17. Do your program plans as a counsellor incorporate the implementation of new programs/activities for the year?	_____	_____	_____
18. The school guidance and counselling program is regularly monitored and evaluated to determine if the desired outcomes are being achieved.	_____	_____	_____
19. Do you as a counsellor regularly monitor and evaluate the effectiveness of the activities within the program(s) to determine if student needs are being met?	_____	_____	_____

20. Please comment on how the guidance and counselling program is evaluated in the school(s) in which you work.

_____

_____

_____

21. Please describe any differences in the above dimensions or among the schools in which you work.

_____

_____

_____

Please answer the following questions in general terms. Where there are major differences among or between the schools in which you work please describe these in the space provided at the end of this section.

PURPOSE OF THE PROGRAM

1. Which of the following guidance and counselling services are in place in the school(s) in which you work? Which are needed /not needed? Place a check in the appropriate spaces.

	In Place	Needed	Not Needed	Don't Know
a. CLASSROOM				
Development of positive self esteem using classroom programs	____	____	____	____
Study skills	____	____	____	____
Assisting teachers to devise classroom strategies for behavior disordered students	____	____	____	____
b. SMALL GROUP COUNSELLING				
Problem solving strategies	____	____	____	____
Conflict-resolution	____	____	____	____
Emotional support group	____	____	____	____
Social skill development	____	____	____	____
c. INDIVIDUAL COUNSELLING				
Personal, educational, social issues	____	____	____	____
Crisis counselling	____	____	____	____
Follow-up	____	____	____	____
d. EDUCATIONAL				
Facilitation of transition from one school to another	____	____	____	____

e. CONSULTATION

1. With teacher: eg.
   - building positive student self esteem _____ _____ _____ _____
   - behavior and child management _____ _____ _____ _____
   - regarding individual student needs _____ _____ _____ _____

2. With parents:
   - children's educational needs _____ _____ _____ _____
   - child development _____ _____ _____ _____
   - family issues _____ _____ _____ _____
   - child management _____ _____ _____ _____

3. With administration:
   - child welfare issues _____ _____ _____ _____
   - at risk children _____ _____ _____ _____
   - placement decisions _____ _____ _____ _____
   - student discipline _____ _____ _____ _____

4. With other professionals and/or agencies:
   - appropriate referrals to Student Services _____ _____ _____ _____
   - appropriate outside referrals (eg. social services, medical, etc. _____ _____ _____ _____

f. CAREER AWARENESS

Career speakers _____ _____ _____ _____

g. SUPPORT PROGRAMS

Tutor programs _____ _____ _____ _____
Parenting programs _____ _____ _____ _____
Counselling _____ _____ _____ _____

h. SOCIAL SERVICES LIAISON _____ _____ _____ _____

i. COMMUNITY RESOURCES LIAISON _____ _____ _____ _____

j. ORIENTATION OF NEW STUDENTS _____ _____ _____ _____

k. OTHER (please identify)

_____

_____

	Mostly Yes	Mostly No	Don't Know
2. Rate the extent to which each of the following outcomes are being achieved in the school(s) in which you work.			
a. Students understand their own strengths and limitations.	_____	_____	_____
b. Students know how to raise their own self-esteem and develop a confident and optimistic view of themselves.	_____	_____	_____
c. Students have practical skills they can use to develop and maintain effective relationships with other students and adults in and out of school.	_____	_____	_____
d. Students have practical decision making and problem solving skills they can use.	_____	_____	_____
e. Students have learned effective strategies and study skills they can use to improve their achievment.	_____	_____	_____
f. Students known when and how to obtain counselling assistance.	_____	_____	_____
g. Students receive effective assistance in resolving personal problems.	_____	_____	_____
h. Students know how to effectively define and resolve their own problems and anticipate and minimize the occurrence of difficulty.	_____	_____	_____
i. Students understand their personal capabilities strengths and weaknesses.	_____	_____	_____
j. Students demonstrate competence in information gathering, planning, decision making and problem solving.	_____	_____	_____

	Mostly Yes	Mostly No	Don't Know
3. Are the guidance and counselling services accessible to all students in the school(s) in which you work?	_____	_____	_____
4. Are the guidance and counselling needs of the students being met?	_____	_____	_____
5. Are support mechanisms such as in-service training, resource materials, and tests adequate to assist your school(s) in providing an effective guidance and counselling program?	_____	_____	_____

6. Please specify what additional support is needed:

   a. at the school level

   _____

   _____

   _____

   b. at the school district level

   _____

   _____

   _____

7. Are there any barriers that are detrimental to successful achievement of the objectives of the guidance and counselling programs within your school(s)?

   _____

   _____

   _____

	Mostly Yes	Mostly No	Don't Know
8. Is the advice, leadership and assistance provided by the Department of Student Services in relation to the guidance and counselling program effective?	_____	_____	_____

9. Please elaborate on your response.

_____

_____

_____

10. Please describe any differences in the above dimensions between or among the schools in which you work.

_____

_____

_____

Please answer the following questions in general terms. Where there are major differences between or among the schools in which you work please describe them in the space provided at the end.

	Mostly Yes	Mostly No	Don't Know
SENSE OF COMMUNITY			
1. The guidance and counselling services in the school(s) are an integral component of the regular school program and service.	_____	_____	_____
2. Students, parents and school staff are kept informed of:			
a. the guidance and counselling program	_____	_____	_____
b. the services provided by the program	_____	_____	_____
c. how to access the services	_____	_____	_____

	Mostly Yes	Mostly No	Don't Know
3. The following are given an opportunity to provide input into the development and implementation of the school guidance and counselling services within the framework of the school district and individual school policies:			
a. students	_____	_____	_____
b. parents	_____	_____	_____
c. staff	_____	_____	_____
d. administration	_____	_____	_____
e. counsellor	_____	_____	_____

4. The following community agencies and community resources are accessed by your school.

_____

_____

_____

	Mostly Yes	Mostly No	Don't Know
5. The counsellor(s) of the school(s) keep(s) the other members of the school team informed of progress being made by a student receiving services.	_____	_____	_____

MOTIVATION

1. a. Students are able to make timely individual appointments with the counsellor to discuss educational or personal matters.	_____	_____	_____

b. IF NOT, please explain why students are not able to make timely appointments.

_____

_____

_____

	Mostly Yes	Mostly No	Don't Know
2. A variety of student materials/ resources are available in the counselling offices for the students to peruse to gather information.	_____	_____	_____
3. The school staff generally display empathy and respect for the individual.	_____	_____	_____
4. Students in the school(s) are encouraged to participate in a non-threatening climate during counselling interviews and group sessions.	_____	_____	_____
5. The environment in the school(s) is non-threatening and students are encouraged to participate.	_____	_____	_____

TIME

1. a. As a counsellor do you feel able to adequately balance workload in order to effectively perform counselling, coordinating and consulting functions?	_____	_____	_____

b. Please comment.

_____

_____

_____

2. The ratio of counsellors to students provides time for all students to receive appropriate guidance and counselling services.	_____	_____	_____

3. IF NOT, please explain what services are not being provided.

_____

_____

_____

4. List any other key personnel involved in providing guidance and counselling services to students in the school:

_____

_____

_____

PHYSICAL SETTING

	Mostly Yes	Mostly No	Don't Know
1. The counselling offices are inviting, attractive and private.	_____	_____	_____
2. The location of the counselling offices encourage students, parents, and teachers to utilize the services.	_____	_____	_____
3. The counselling office is available to staff who need to meet with a parent, student or small group in a non-threatening environment.	_____	_____	_____

4. Please describe any differences in the above dimensions between or among the schools in which you work.

_____

_____

_____

APPROPRIATE BEHAVIOR

1. Please list the strategies you use to make students feel at ease during counselling sessions.

_____

_____

_____

_____

_____

INITIAL FOCUS

1. Please list the strategies you use to guide the student to identify his/her problem during counselling sessions.

_____

_____

_____

_____

_____

_____

INSTRUCTIONAL STRATEGIES

1. Please list the communication techniques you employ to aid the student in solving his/her problem.

_____

_____

_____

_____

_____

_____

GENERATING AND MONITORING RESPONSES

1. What techniques do you employ to generate responses from the student during counselling sessions?

_____

_____

_____

_____

_____

_____

2. What techniques do you use to monitor the understanding and involvement of the student during counselling?

PROVIDING FEEDBACK

1. What techniques do you use to help the student focus on relevant points during a counselling session?

2. What techniques do you employ to provide feedback to the student during a counselling session?

GENERAL

	Mostly Yes	Mostly No	Don't Know
1. Overall, are you satisfied with the effectiveness of the guidance and counselling program in your school?	_____	_____	_____

2. What formal qualification should guidance and counselling staff have to competently provide each of the following services?

Services	Bachelor's Degree With Less Than 3 Courses in Psychology	Bachelor's Degree With 3 or More Courses in Psychology	Graduate Diploma in Psychology	Master's Degree in Psychology	Doctorate Degree in Psychology	Other Specify
Career Counselling	___	___	___	___	___	___
Individual/ Personal Counselling	___	___	___	___	___	___
Psychological Test Administration & Interpretation	___	___	___	___	___	___
Group Counselling	___	___	___	___	___	___

3. Identify the personal characteristics and/or skills you think are desirable in an effective counsellor.

_____

_____

_____

4. Would you like to upgrade your qualifications?
   A. Yes
   B. No

5. What are the real possibilities for you to upgrade your qualifications?

_____

_____

_____

6. What are the obstacles to you in upgrading your education?

_____

_____

_____

EDMONTON CATHOLIC SCHOOL DISTRICT
REVIEW OF COUNSELLING SERVICES

SENIOR HIGH COUNSELLORS

INTRODUCTION

We recognize that you may work in more than one school. Therefore, please answer the following questions in general terms. Where there are major differences between or among the schools in which you work please describe these in the space provided at the end of the section.

INSTRUCTIONAL LEADERSHIP

1. In how many schools do you work as a counsellor?
   A. 1
   B. 2
   C. 5

2. The school district has a written statement of the philosophy of the school guidance and counselling program.
   A. Yes
   B. No

	Mostly Yes	Mostly No	Don't Know
3. The school(s) have written statement(s) of the philosophy of the school guidance and counselling program.	_____	_____	_____
4. School administrators are committed to the philosophy of guidance and counselling program.	_____	_____	_____
5. The teaching staff of the school(s) are committed to the philosophy of the school(s) guidance and counselling program	_____	_____	_____
6. The philosophies of the school(s) guidance and counselling program(s) are congruent with the district philosophy.	_____	_____	_____
7. The guidance and counselling program at the school(s) are based upon the Alberta Education Guidance and Counselling Services Manual.	_____	_____	_____

	Mostly Yes	Mostly No	Don't Know
8. The goals and objectives of the school(s) guidance and counselling program are:			
a. clearly specified	_____	_____	_____
b. in harmony with provincial goals and objectives	_____	_____	_____
c. in harmony with district goals and objectives	_____	_____	_____
d. articulated across the grades	_____	_____	_____
9. The school(s) use(s) a "team approach" to providing guidance and counselling services.	_____	_____	_____
10. In relationship to the guidance and counselling program in the school(s) in which you work the principal:			
a. establishes and co-ordinates the school program	_____	_____	_____
b. establishes the guidance and counselling team	_____	_____	_____
c. outlines the counsellor's job	_____	_____	_____
d. establishes the long and short term goals of the program with the counsellor	_____	_____	_____
e. assists in evaluating the outcomes of the services.	_____	_____	_____
f. other (please specify)			
_____			
_____			
11. In relation to the guidance and counselling program in the school(s) in which you work, the counsellor:			
a. provides guidance, group and individual counselling to students	_____	_____	_____
b. acts as a resource person to teachers	_____	_____	_____
c. undertakes group and individual testing of aptitudes, abilities and achievement	_____	_____	_____
d. consults with teachers, parents, administrators and community agencies	_____	_____	_____

	Mostly Yes	Mostly No	Don't Know
e. secures and distributes current information in educational, career and personal/social services	_____	_____	_____
f. shares professional expertise	_____	_____	_____
g. promotes tolerance and understanding	_____	_____	_____
h. assists students, parents, teachers and school administrators with special program placements	_____	_____	_____
i. other (please specify)			

_____

_____

12. In relation to the guidance and counselling program in the school(s) which you work, the teacher:

a. identifies and refers students	_____	_____	_____
b. adapts instructional methods to different learning styles	_____	_____	_____
c. consults with parents and counsellors regarding student behavior and needs	_____	_____	_____
d. integrates components of the guidance and counselling program as specified at the school	_____	_____	_____
e. participates in student orientation and public relations	_____	_____	_____
f. other			

_____

_____

13. The school(s) maintain a guidance and counselling program written plans which relate the school program goals and objectives to strategies and desired outcomes of the programs. _____ _____ _____

14. Do you as a counsellor maintain:

a. annual plans	_____	_____	_____
b. monthly plans	_____	_____	_____
c. weekly plans	_____	_____	_____
d. daily plans	_____	_____	_____

	Mostly Yes	Mostly No	Don't Know
15. The guidance and counselling functions and activities at the school(s) are clearly outlined and timetabled.	_____	_____	_____
16. The school(s) maintain a long range plan for implementing new programs/ activities related to their school guidance and counselling programs.	_____	_____	_____
17. Do your program plans as a counsellor incorporate the implementation of new program/activities for the year?	_____	_____	_____
18. The school guidance and counselling program is regularly monitored and evaluated to determine if the desired outcomes are being achieved.	_____	_____	_____
19. Do you as a counsellor regularly monitor and evaluate the effectiveness of the activities within the program(s) to determine if student needs are being met?	_____	_____	_____

20. Please comment on how the guidance and counselling program is evaluated in the school(s) in which you work.

_____

_____

_____

21. Please describe any differences in the above dimensions or among the schools in which you work.

_____

_____

_____

PURPOSE OF THE PROGRAM

1. Which of the following guidance and counselling services are in place in your school? Which are needed/not needed. Place a check in the appropriate spaces.

	In Place	Needed	Not Needed	Don't Know
a. REGISTRATION				
Jr. High liaison/visits registrations	____	____	____	____
Sr. High registration and timetabling changes	____	____	____	____
Consultation with parents/ students/administration/ teachers	____	____	____	____
b. PERSONAL COUNSELLING				
Emotional problems	____	____	____	____
Peer relationships	____	____	____	____
Family/separation/ divorce	____	____	____	____
Substance abuse	____	____	____	____
Depression	____	____	____	____
Suicide	____	____	____	____
Physical/sexual/ emotional abuse	____	____	____	____
Bereavement	____	____	____	____
Self Awareness	____	____	____	____
Truancy	____	____	____	____
Goal Setting	____	____	____	____
Decision Making	____	____	____	____
Group Counselling	____	____	____	____
Conflict Management	____	____	____	____
Crisis Intervention	____	____	____	____
c. CAREER PLANNING AND EDUCATIONAL COUNSELLING - INDIVIDUAL/GROUP				
Post-secondary updates	____	____	____	____
Post-secondary information	____	____	____	____
Choices - Computer assisted information	____	____	____	____
High School Open House	____	____	____	____

d. FINANCIAL ASSISTANCE

Student Finance Board assistance	____	____	____	____
Loans/Scholarships/ Bursaries awareness	____	____	____	____
e. SOCIAL SERVICES LIAISON	____	____	____	____
f. COMMUNITY RESOURCE LIAISON	____	____	____	____
g. ORIENTATION FOR NEW STUDENTS	____	____	____	____
h. OTHER (please identify)	____	____	____	____

	Mostly Yes	Mostly No	Don't Know
2. Are the following outcomes being achieved in your school?			
a. Students understand their own strengths and limitations.	____	____	____
b. Students know how to raise their own self esteem and develop a confident and optimistic view of themselves.	____	____	____
c. Students have practical skills they can use to develop and maintain effective relationships with other students and adults in and out of school.	____	____	____
d. Students have practical decision making and problem solving skills they can use.	____	____	____
e. Students have learned effective strategies and study skills they can use to improve their achievement.	____	____	____
f. Students have become knowledgeable about careers and have practical strategies they can use to choose careers.	____	____	____
g. Students know when and how to obtain counselling assistance.	____	____	____
h. Students receive effective assistance in resolving personal problems.	____	____	____

	Mostly Yes	Mostly No	Don't Know
i. Students know how to effectively define and resolve their own problems and anticipate and minimize the occurrence of difficulties.	_____	_____	_____
j. Students know steps they need to take after completing school to progress toward their chosen career.	_____	_____	_____
k. Students are aware of the skills needed to achieve career choices.	_____	_____	_____
l. Students understand their personal capabilities, strengths, and weaknesses.	_____	_____	_____
m. Students demonstrate competence in information gathering, planning, decision making and problem solving.	_____	_____	_____
n. Students are adequately prepared to make informed choices in selecting options, courses and programs.	_____	_____	_____
3. Are the guidance and counselling services accessible to all students in the school.	_____	_____	_____
4. Are the guidance and counselling needs of the students being met?	_____	_____	_____
5. Are support mechanisms such as in-service training, resource materials, and tests adequate to assist your school in providing an effective guidance and counselling program?	_____	_____	_____

6. Please specify what additional support is needed:
   a. at the school level

   _____

   _____

   _____

   b. at the school district level

   _____

   _____

7. Are there any barriers that are detrimental to successful achievement of the objectives of the guidance and counselling program within your school?

_____

_____

	Mostly Yes	Mostly No	Don't Know
8. Is the advice, leadership and assistance provided by the Department of Student Services in relation to the guidance and counselling program effective?	_____	_____	_____

9. Please elaborate on your response.

_____

_____

	Mostly Yes	Mostly No	Don't Know
SENSE OF COMMUNITY			
1. The guidance and counselling services in the school(s) are an integral component of the regular school program and service.	_____	_____	_____
2. Students, parents and school staff are kept informed of:			
a. the guidance and counselling program	_____	_____	_____
b. the services provided by the program	_____	_____	_____
c. how to access the services	_____	_____	_____

	Mostly Yes	Mostly No	Don't Know
3. The following are given an opportunity to provide input intc the development and implementation of the school guidance and counselling services within the framework of the school district and individual school policies:			
a. students	_____	_____	_____
b. parents	_____	_____	_____
c. staff	_____	_____	_____
d. administration	_____	_____	_____
e. counsellor	_____	_____	_____

4. The following community agencies and community resources are accessed by your school.

_____

_____

_____

	Mostly Yes	Mostly No	Don't Know
5. The counsellor(s) of the school(s) keep(s) the other members of the school team informed of progress being made by a student receiving services.	_____	_____	_____

MOTIVATION

1. a. Students are able to make timely individual appointments with the counsellor to discuss educational or personal matters.	_____	_____	_____

b. IF NOT, please explain why students are not able to make timely appointments.

_____

_____

_____

	Mostly Yes	Mostly No	Don't Know
2. A variety of student materials/resources are available in the counselling offices for the students to peruse to gather information.	_____	_____	_____
3. The school staff generally display empathy and respect for the individual.	_____	_____	_____
4. Students in the school(s) are encouraged to participate in a non-threatening climate during counselling interviews and group sessions.	_____	_____	_____
5. The environment in the school(s) is non-threatening and students are encouraged to participate.	_____	_____	_____

TIME

1. a. As a counsellor do you feel able to adequately balance your workload in order to effectively perform counselling, coordinating and consulting functions? _____ _____ _____

   b. Please comment.

   _____

   _____

   _____

2. The ratio of counsellors to students provides time for all students to receive appropriate guidance and counselling services. _____ _____ _____

3. IF NOT, please explain what services are not being provided.

   _____

   _____

   _____

4. List any other key personnel involved in providing guidance and counselling services to students in the school:

_____

_____

_____

PHYSICAL SETTING

	Mostly Yes	Mostly No	Don't Know
1. The counselling offices are inviting, attractive and private.	_____	_____	_____
2. The location of the counselling offices encourage students, parents, and teachers to utilize the services.	_____	_____	_____
3. The counselling office is available to staff who need to meet with a parent, student or small group in a non-threatening environment.	_____	_____	_____

4. Please describe any differences in the above dimensions between or among the schools in which you work.

_____

_____

_____

APPROPRIATE BEHAVIOR

1. Please list the strategies you use to make students feel at ease during counselling sessions.

_____

_____

_____

_____

_____

INITIAL FOCUS

1. Please list the strategies you use to guide the student to identify his/her problem during counselling sessions.

INSTRUCTIONAL STRATEGIES

1. Please list the communication techniques you employ to aid the student in solving his/her problem.

GENERATING AND MONITORING RESPONSES

1. What techniques do you employ to generate responses from the student during counselling sessions?

2. What techniques do you use to monitor the understanding and involvement of the student during counselling?

PROVIDING FEEDBACK

1. What techniques do you use to help the student focus on relevant points during a counselling session?

2. What techniques do you employ to provide feedback to the student during a counselling session?

GENERAL

	Mostly Yes	Mostly No	Don't Know
1. Overall, are you satisfied with the effectiveness of the guidance and counselling program in your school?	_____	_____	_____

2. What formal qualification should guidance and counselling staff have to competently provide each of the following services?

Services	Bachelor's Degree With Less Than 3 Courses in Psychology	Bachelor's Degree With 3 or More Courses in Psychology	Graduate Diploma in Psychology	Master's Degree in Psychology	Doctorate Degree in Psychology	Other Specify
Career Counselling	___	___	___	___	___	___
Individual/ Personal Counselling	___	___	___	___	___	___
Psychological Test Administration & Interpretation	___	___	___	___	___	___
Group Counselling	___	___	___	___	___	___

3. Identify the personal characteristics and/or skills you think are desirable in an effective counsellor.

_____

_____

_____

4. Would you like to upgrade your qualifications?
   A. Yes
   B. No

5. What are the real possibilities for you to upgrade your qualifications?

_____

_____

_____

6. What are the obstacles to you in upgrading your education?

_____

_____

_____